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ABSTRACT

This report provides a comprehensive view of the two-year kindergarten program for children from Toronto's Italian community which ran from September 1973 to June 1975. The transition program and its participants are described, and the program is examined in relation to the implicit goals with the aid of comparisons with students in regular kindergarten classes. The transition program children learned English at a rate equal to that of similar children in regular programs, despite being exposed to Italian for most of the first year, and they participated more in class discussions, a sign that their adjustment to school was made easier. Parents of the transition children attended more official school functions and talked regularly with the teacher on an informal basis. These results suggest that the program generally has been successful in meeting its goals in the short term and that the transition model is viable for children in kindergarten. Other benefits or drawbacks may not emerge until later in the children's school career. The context in which a program of this nature is implemented is extremely important. Various considerations and procedures that might be required in other contexts or with alternative program models are discussed in the summary of the report. (Author/CLK)

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TRANSITION FROM ITALIAN

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NOTE TO THE READER

Transition from Italian replaces and updates the earlier report, Transition from Italian: The First Year (#126), as it provides a comprehensive view of the two year transition program. The chapter "Research Activities: Junior Kindergarten Year" and some of the Appendices were taken directly from the earlier report with only minor changes.

We hope in this way to make reference to the first year easier for those to whom it is already familiar and at the same time to provide a complete picture in a single volume to those who have not seen the first year report.

INTRODUCTION

When a child begins school without command of the language of instruction (i.e. English[1]), there are a number of ways his language training can be handled.

1) The child's different language background can be ignored with the hope that through exposure he will slowly start to understand what is happening around him and to learn English. At best the child may receive special attempts from the classroom teacher to teach English in the limited time for individual attention.

2) The child may be taken out of the classroom for varied lengths of time for English language instruction and left to cope for the remaining time in the regular classroom.

3) The child may be placed in a special class (or school) to learn English intensively before entering a regular classroom.

4) The child may be given temporary instruction in his mother tongue while English is introduced gradually (i.e. mother tongue to English transition).

5) The child may be placed in a bilingual classroom where his own plus the dominant language are actively used and taught.

Each of these alternatives may be viewed with respect to their consequences or implications. Several questions come to mind:

-- What is the immediate loss in time for the child falling behind in the English curriculum?

-- How successful is the child in learning English?

-- How long will it take for the child to catch up?

-- What damage has been done to the child's image of himself as a member of an unrecognized cultural and language group? What damage has been done to relations between the child and his family?

-- How likely will it be that the child will become and remain bilingual?

-- How consistent is the program with the goals and values expressed by the school and community?

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1. Throughout this report, it will be assumed that English is the dominant language of the school. Although this is true in Toronto it need not be the situation elsewhere. Any other language could, in fact, be the dominant one but to prevent lengthy explanation or confusion English has been used interchangeably with dominant language.

The answers to most of these questions can not be given until many years after the child has entered school. Some answers may never be found. In choosing among alternatives there are at least two goals whose presence and importance must be considered: equal educational opportunity for all children, and multiculturalism as expressed by both federal and local governments as well as by community members.

It should be clear that the first three teaching situations do little, if anything, to promote multiculturalism and imply at least some academic disadvantages for the child.

In the fourth alternative, a transition program, the curriculum could be introduced in the child's mother tongue while he gradually begins to receive instruction in English. The aim is to use the child's mother tongue so that he does not fall behind in the curriculum while learning in English. The mother tongue can be used to teach concepts for which the child does not yet have the English vocabulary; for there is no learning lag and therefore no catching up. Since the whole class is involved in a transition, the teacher can devote the time required to introduce English, either formally or informally, ensuring that all the children can understand.

The teacher as a representative of the child's language group, acts as a bond between the school and community. The child's language is being recognized by the school, even if only temporarily. It should be emphasized that transition programs do not have bilingualism as a goal; the mother tongue is used only to bridge the gap before continuing instruction only in English.

The fifth alternative is the only one which has bilingualism itself as a goal. Its aim is to teach the child English and his mother tongue throughout school. With this alternative it is also possible for any English-speaking child to become bilingual. For example, in the United

States, some programs operate in which Spanish-speaking children learn English at the same time that English-speaking children learn Spanish, while each group continues to receive instruction in its mother tongue. In most schools which host such bilingual programs, most of the minority group children represented a single language group. This program is not feasible in schools which support a large number of language and cultural backgrounds. Even when a single language group does predominate, high pupil mobility would add to the difficulties.

All but the first alternative do at least recognize the need for some special effort directed to the minority language child. But most children starting school generally are placed in the first situation. Special English language programs are often reserved for older children who have already begun to fall behind or who have just arrived from another country.

For kindergarten children, the mother tongue to English transition program at General Mercer Public School provides the only alternative in the Toronto Board which makes use of the child's mother tongue. The first graduates are now going into a regular first grade classroom. A new group will be starting junior kindergarten this fall to continue the experimental program.

BACKGROUND TO THE TRANSITION PROGRAM AT GENERAL MERCER

In September 1973, two junior kindergarten classes at General Mercer Public School began in a different way. Instead of being greeted with the usual "Hello, come in," or "Good morning," the incoming children heard the familiar sounds of Italian, their mother tongue. They did not have to leave behind the language they were most familiar with just because they had reached the classroom door.

These children were part of an experimental project, an Italian transition program with a bilingual teacher and a bilingual teaching assistant. The program is designed to run for the two years of kindergarten (junior and senior). It begins with the teacher speaking mainly Italian to the children. During the two years of transition English is introduced gradually with the intention that by the third year of school (i.e. Grade 1), the pupils will be ready to enter a regular program where they may begin to read and write in English.

This program developed as a result of pressure from ethnic communities and from educators.[2] Parents from ethnic communities in Toronto have become increasingly vocal in recent years about the right to maintain their language and culture and the school's responsibility to aid in achieving this goal.

Educators have found that students coming to school without sufficient command of the language of instruction (i.e. English) have in many ways been at a disadvantage. Some even felt that immigrant children were intellectually inferior since they did not advance through the educational system at the average rate. These children were viewed as problems that the school had

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2. The reader wanting more information is asked to refer to Research Report #122, Shapson & Purbhoo (1973) which includes a comprehensive literature review about the issues of bilingualism, second language programs, and the present situation in Toronto concerning minority language programs.

to cope with. Only more recently has it been recognized that the academic failure of immigrant children might result from other factors such as alienation, anomie, low self concept or more basically, not knowing the language of instruction and not being a member of the dominant culture (Zirkel & Greene, 1971; Meyerson, 1969; Ramirez, 1970, 1973).

Academic failure for these reasons was surely avoidable and independent of academic ability (though not of achievement). Recently programs have acknowledged and used the child's mother tongue to improve this situation. Gudschinsky (1971) has documented some early examples of the successful programs. Modiano (1966) also showed that a child will read better in the dominant national language if he is first taught to read in his mother tongue. Other advantages of programs involving the mother tongue have been higher self concepts (Skoczylas, 1972; Zirkel, 1972) and an increased number of contacts between the parents and the schools (Cordova, 1970).

Thus it was not surprising that T. Grande, a Toronto teacher, proposed that ethnic children be introduced to the educational system through the medium of their mother tongue. He hoped that this would reduce the academic failure which he himself found sadly typical of too many non-English-speaking pupils. Grande suggested that use be made of the child's preschool linguistic and cultural experiences to advance his ability to speak, read and write in English. Based on the results of Modiano's study, he also felt that reading and writing should be introduced in the child's mother tongue. In Grande's own words:

> "The child would be introduced to reading and writing in his mother tongue while at the same time oral language development in English would be accelerated in an atmosphere that is relatively secure from the point of view of the child ... It is anticipated that the pace of learning to read and write English will be considerably accelerated due to the fact that pupils have grasped the principles of reading and writing in the mother tongue, until the students will be functioning better, or at least as well as, their English-speaking age-mates."[3]

3. Grande's proposal, "A Transition Program for Young Children." Action Profile No. 4, Inner City Schools Work Group, February, 1973, is presented in Appendix A.

In the Spring of 1973, a report on the feasibility, financial and legal implications of implementing foreign languages programs in elementary schools was presented to the Toronto Board of Education by the Educating New Canadians Committee. Among the items considered in this report was Grande's proposal "A Transition Program for Young Children".[4]

As it turned out, Grande's proposal was not accepted because the introduction of reading and writing in the mother tongue would not be in accordance with the language requirements of the Schools Administration Act.[5] This aspect of his proposal had to be amended before the program could be implemented; reading and writing would therefore begin in English. Although this had been one of Grande's major specifications, he accepted the modification.

The Board approved the transition program as modified in the report from the Educating New Canadians Committee and adopted a set of guidelines for consideration of proposals for programs in languages other than English and French at the elementary school level.[6] The method proposed by the Board for the operation of this transition program was outlined as follows:

> "(a) that a bilingual teacher instruct the children for two years.
> (b) that a bilingual lay assistant remain with the children for two years.
> (c) that the children be of similar linguistic and cultural background.
> (d) that the ethnic community be involved in the operation of the program.
> (e) that oral instruction be in the children's mother tongue initially.
> (f) that there be a research component involved in the program.

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4. The relevant section of the report of the Educating New Canadians Committee (April 26, 1973) is presented in Appendix A.

5. According to Section 21, Subsection (e) of the Schools Administration Act, no languages other than English and French are to be used for purposes of instruction. The relevant subsection of this Act is also contained as part of the report of the Educating New Canadians Committee in Appendix A.

6. The Board Minutes are presented in Appendix A.

(g) that the regular pupil-teacher ratio be maintained in the junior kindergarten.
(h) that the program be a developmental nature.
(i) that ethnic resource materials be used, such as books and films at a minimal budget increase."

(Minutes of the Board, May 3, 1973, p. 316)

In some ways, the program would resemble the regular kindergarten program. The pupil-teacher ratio would be the same in junior kindergarten, and the program would be based on principles of child development. Furthermore, very little additional expense should be incurred. By relying heavily on oral instruction in the mother tongue, the use of ethnic books, records, films and community involvement, the program would be different. The Board also asked that a research component be tied to the program to aid in its evaluation.

Late in June, 1973, the Ministry of Education approved the modified version of the program as a two-year pilot project. Shortly thereafter, Italian was chosen as the language of instruction, General Mercer as the school for its implementation.

During the Summer of 1973, all Italian-speaking parents who had children enrolled in junior kindergarten at General Mercer were invited to attend a meeting at the school about the transition program. From the initial show of hands it appeared that interest would be sufficient to introduce two separate classes (a morning and an afternoon section). At first, some parents misunderstood the nature of the program, thinking that it would teach Italian. After these misconceptions were straightened out, parent interest seemed to be as great as before. A number of parents decided to enrol their children in the program immediately following the meeting. Others waited until they discussed it further at home. A bilingual teacher and lay assistant were assigned to the project. The teacher's summer preparations included working on plans for the program in conjunction with consultants from the Kindergarten Department and collecting materials, such as books and records in Italian.

RESEARCH ACTIVITIES: JUNIOR KINDERGARTEN YEAR

The Research Department's involvement with the transition program actually began in earnest after its implementation. In tracing the background information, it is apparent that the program was introduced as a practical experiment and not as a fully controlled research project. In reviewing the literature on second language programs (Shapson & Purbhoo, 1973, Research Report #122), it was discovered that this has been the case with the majority of similar programs which have been implemented elsewhere. Since the only entrance requirement for students was a common Italian background, initially there could be great variations in the students' ability to speak and understand English (and/or Italian). Since a significant part of the program's organization and implementation was open to the interpretation of the teacher, it would be important to indicate the way the two languages were used in the classroom. Research activities were conceived to provide not only an evaluation but, perhaps more important in the initial phase, to document the goals of the program and to describe both the program itself and the students in it.

A Statement of the Program's Goals

Although there has been no document which provides a clear statement of the program's goals, the following may be inferred from Grande's original proposal and from the Board's guidelines of May 3, 1973.[7]

1) To help the ethnic child learn to read and write in English.
2) To introduce the same concepts and curricular material as in a regular program, i.e. there would be no delay merely because a word was not yet in the child's English vocabulary.
3) To make the child's overall adjustment to school more comfortable.

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7. The pertinent materials are presented in Appendix A.

4) To make the parents' involvement in the child's education easier by relying partly on them for help in the classroom and as sources of materials.

It should be pointed out again that maintaining or teaching the Italian language were not direct aims of the program. The program is accurately defined by the term "transition", since the mother tongue is used only as a temporary bridge to aid the understanding of and instruction in English.

Descriptive Information

It was decided that informal observations of the classroom and discussions with the teacher would provide the best source of descriptive information. The observer made notes and tape recorded a number of sessions, paying particular attention to the language behaviour of the children and the teacher.

The Participants

Both the teacher and her assistant were born in Italy, spoke both English and Italian fluently, and had experience with primary grade children though not at the junior kindergarten age. The teacher had studied the Italian language and was familiar with its formal or standard form, while the assistant spoke Calabresi, one of the more common Italian dialects. This minimized any difficulties in communicating with the children whose backgrounds consisted of dialect and the formal Italian.

Language Usage

In class, the use of languages very quickly reflected the variety of linguistic backgrounds and competencies represented. Even though one might anticipate some problems in teacher-pupil conversations, especially if the standard Italian and dialect were used, there were in fact no such difficulties. One important factor is that much communication with young children is largely supplemented with non-verbal cues. It turned out that standard Italian,

dialect and English were all used quite freely, and translation was rarely needed to clear up misunderstandings.

In the classroom, one language was never heard for long before another was used. A child might begin a thought in English, then switch to Italian if the words weren't coming fast enough, or vice versa! For example, after the teacher finished reading a story, one girl requested, "Let's...uh, let's leggere again". Switching to Italian in the middle of the sentence, then back to English, allowed her to complete her thought even though she could not think of the word "read" in English. Another pupil when asked, "What is this?" very quickly responded, "Castagna". "Rosso" and "red" would be heard simultaneously whenever the colour name was called for, whether the request had come in Italian or English.

The teacher's use of the language depended very much on the individual she was speaking with. She might ask a question of the whole class in Italian, receive an answer in English, and then continue in English with that individual, or begin in English and change to Italian. In other words, choice of language was always spontaneous; no one was ever boxed into using one language exclusively.

Of course this pattern did undergo some transition throughout the first year. Initially, the teacher relied mainly on Italian to speak with the entire class to ensure that all of the students would be involved. Stories, songs and discussions, the periods when the whole class was grouped together, were conducted almost solely in Italian. Language changes nonetheless were frequent, both among the children and the teacher. Often the teacher used the second language (English or Italian) to expand or extend an answer given in the first. English began to increase in frequency gradually as the children learned more and by the end of the Junior Kindergarten year, the majority of class discussion was already in English! Some children, however, still felt

more at ease speaking Italian and used English minimally during these periods. Stories were also told in English while both English and Italian songs had become favourites.

Classroom Activities

A typical day's activities could be outlined as follows: as soon as the children had arrived, they assembled with the teacher for a class discussion period in which any child could show or tell something to the others. This period usually lasted until as many who wanted had contributed, and ended with each child choosing an activity centre (e.g., painting, house centre, records, etc.). The only selections which differed from those in regular kindergarten classes in Toronto schools were the availability of Italian books and records. All other activities were specifically language-related only to the extent that language was used by the children involved.

After cleaning up following the first activity period, the whole class reassembled for a story with discussion. Again, they were free to comment, and ask or answer questions in the language of their choice. The rest of the day was taken up with outdoor play or gym, a brief rest time, a second shorter activity period with the same options as the first, and a final class assembly for songs before going home.

The exact timing, sequence and even presence of any one of these events was, of course, flexible and changed to accommodate special circumstances.

This structure then provided two very different types of events for the pupils, class discussion periods and activity periods. The importance of the common cultural and linguistic background became apparent in both settings. During class conversations, experiences common to the Italian-Canadian culture could be discussed meaningfully. For example, all the children knew about gardens, tomato picking and making tomato sauces, the topic of one morning's discussion period. During activity periods, especially in the house

centre, a favourite pastime was weddings, a significant part of all of these children's backgrounds.

Language usage, however, seemed to differ in class discussion and activity periods. Although Italian was frequently heard during the class discussions, English seemed to dominate during the activity periods. The reasons for this discrepancy are not known. One responsible factor may be the type of dialogue which occurs in each setting. While playing during activity periods very few children, if any, were expressing ideas or telling a story as was the case in the class discussion sessions. Instead, the dialogue was simpler, and within the English vocabulary range of almost everyone.

Selection of a Comparison Group

In order to provide a basis for comparison to aid in the descriptive and evaluative process, students from two other schools were selected. Both schools had the same general socioeconomic level, were in the same part of the City, and had the same general ethnic composition (proportion of Italian, English and non-Italian, non-English-speaking children) as did General Mercer Public School. From each comparison school, one class in which approximately half the students were Italian-speaking was needed to provide a sample size comparable to the experimental group's size. In one school, however, it was necessary to include two classes in order to provide the number of Italian children desired. In all three comparison classes, English-speaking children were very much a minority and most of the data collection therefore was from children whose mother tongue was not English.

Prior to collecting any data, all classrooms were visited by the observer to establish rapport with the children and to minimize the distraction provided by the additional adult in the class. This strategy proved to be very

successful, and children soon resumed their regular uninhibited activities in the presence of the observer.

Classroom observation was among the research activities undertaken in the first year of the experimental program. Other events consisted of vocabulary testing in English and Italian, teacher ratings of the pupils' language development, and a questionnaire completed by parents of the Italian-speaking children. All these instruments are presented in Appendix B. Since it was not desirable for either the pupils or the teacher to overwhelm the class with tests, these different techniques of collecting data were selected to provide information about background, progress, and adjustment to school. Thus, the effects of disrupting routines and the effects of the lack of test sophistication of four-year-olds were minimized. In addition, these procedures did not require the use of English on the part of the pupils.

Classroom Observation

Observations During Class Discussion Periods

The observation schedule was devised to correspond with the major divisions in the daily procedures of the classes: class discussion and activity periods. Participation in class discussions was recorded in the following way: during each of the two class periods, informal show and tell and story time, one-half of the class, either girls or boys, was observed, and the name of anyone who spoke was recorded. Distinctions were made between Italian and English contributions as well as whether the child was contributing spontaneously or in response to a question from the teacher. Questions addressed to an individual or to the entire class were not separated, partly because the individual asked was not always the one to answer.

A final category was included for the remarks which could not readily be heard distinctly as Italian or English. Although most remarks

could be classified easily, this additional category was useful for some one-word answers or for the children whose speech was unclear. Of course the observations in the comparison classes had only the spontaneous and response breakdown since the English language was always used. Individual names were recorded only once in any one category in order to give the reticent or non-communicative talkers as much credit as the more verbose individuals.

Primary teachers often express concern about their ethnic pupils who are silent in class (Slaato & Kielland, 1973; Henderson & Silverman, 1973). The kindergarten curriculum in Toronto (Early Childhood Education, Kindergarten Department, Toronto Board of Education) devotes a great deal of attention to the importance of speech in group situations. Talking may therefore be viewed as an important signal that the child feels comfortable in a group setting and may also indicate that he feels his own thoughts are significant enough to contribute. It might be viewed as an indicator of self concept. Increases in self concept have been direct results of second language programs (Zirkel, 1972). If, however, a child does not know the language of the school, it will be very difficult for him to express himself. The availability of his mother tongue should ease this problem; the individual should be able to talk more freely and more individuals should be able to contribute.

In other words, more pupils would be expected to participate when they can use their mother tongue. A direct test of this hypothesis was made possible from the data collected through two comparisons: the proportion of the children who spoke in the two programs, and the proportions who spoke in English only.

In all classes it was observed that the class discussion periods were not of a predetermined length. Instead, they continued until no more children had anything to say, making the time dependent on the number of participants. Furthermore, the length of an utterance was not a significant

factor in the collection of the data, and it would be possible and reasonable to have as many children speaking in five as in fifteen minutes. Therefore it seemed reasonable to ignore the length of discussions.

Making the comparisons mentioned above confirmed that the availability of the Italian language did bring a significantly larger proportion of the class into the group conversations, .592 at General Mercer, compared with only .425 in the comparison classes.[8] When verbal participation in English alone was considered, the proportions of General Mercer and camparison groups observed talking did not differ.

Observations During Activity Periods

On the same days that the class discussion periods were observed, an individual observation schedule was used during the activity periods. Visits to the classroom continued until every student had been observed once for thirty minutes at the beginning of an activity period. Since each activity period lasted for at least half an hour, no observations had to be interrupted prematurely.

The individual observation schedule, presented in Appendix B, consisted of two parts. For each activity period, a different set of two or three individuals was randomly selected. Absentees were interchanged with students who would have been selected in the next scheduled day of observation. The first part, a modified sociogram, a plan of activity areas in each class, provided a description of the movement of the selected individuals around the classroom. It showed the activities engaged in, and significant contacts with peers and with adults. Supplementary notes were kept to fill in details where necessary, and at the end of half an hour, a summary was made of whether the individuals had been playing with or beside their peers (i.e. engaged in co-operative or parallel play) or were playing alone;

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8. Detailed analyses and results are provided in Appendix C.

whether they had been involved in their activity, or were often distracted; and whether they relied on adult attention throughout their task.

In the second part, a rating form, five distinct categories were recorded: asking for activity, i.e. did the individuals request activities verbally or use gestures? initiating activity, i.e. did they initiate their own activities or did they need help? peer interaction, i.e. did they initiate play with peers or interact negatively? verbal peer interaction; i.e. did they avoid talking or talk freely and quietly or excitedly? and finally, were they able to accept and follow classroom limitations or rules?

The schedule was restricted mainly to those items which could be affected by the language and cultural homogeneity of the experimental class. It was felt that classroom interactions, both verbal and non-verbal, were the chief variables of interest. Specifically, it might be expected that children would play together and talk together more during activities if they had a common language base.

In practice, this was not the case. It should be recalled that the dominant language used by students during activity periods was English. When the experimental and comparison groups were compared on all aspects of the observation schedule no differences were found. In general, chi-square analyses were performed on frequency tables for each observed category. From the sociograms, the following comparisons were made: the number of discrete activities engaged in during the half hour, the division of this number between "group" and "individual" activities,[9] type of peer interactions, distractibility, number of contacts with adults. From the rating form, the five categories listed on the observation schedule (Appendix B) were examined.

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9. Group activities are those which lend themselves toward co-operative play or playing together, e.g., doll centre, sand, water play, blocks. Individual activities are more obviously engaged in by single persons, e.g., reading, puzzles, most crafts, records.

The modal activity period behaviour observed may be described as follows. Pupils took part in three or more self-selected activities, approximately evenly divided between group and individual centres. They moved directly between centres and were not readily distracted during any particular activity. Most play groups were small, two or three children playing calmly beside one another, but talking freely and quietly in a friendly way. Very few special types of peer interaction were observed, either positive, e.g., initiating play with others, or negative, e.g., fighting or rejecting peers. Violation of classroom limitations was infrequent. Within the thirty minute interval, pupil-adult interactions were frequent, most pupils having three or more such contacts.

Since on most occasions, all students moved directly to their centres as opposed to being asked one at a time where they would like to play, it proved difficult to compare the activity requesting behaviours. Both verbal and gestural communication, however, were observed in all classrooms.[10]

Various interpretations could be applied to the similarity of interaction patterns in the two groups of classrooms. The most logical may be that children are very much unaware of differences between languages and communicate quite naturally and easily in any way they are able (Swain, 1971). The labels "Italian" and "English" do not yet have any meaning for them. A request from a visitor to "say it in Italian" drew only a confused expression. For the same reasons, children are not readily impeded by the language barriers which adults often feel.

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10. See Appendix C for detailed results.

As for the interaction in play, most four-year-olds engage in parallel rather than co-operative play, the former being less dependent upon language.

In general, it may safely be concluded that the Italian kindergarten programme has not negatively influenced classroom interactions.

Language Comprehension: Peabody Picture Vocabulary Test

While classroom observation was in progress, the vocabulary testing in Italian was started. For this measure, the first sixty items of the Peabody Picture Vocabulary Test were translated into Italian, together with all the instructions. The Peabody was selected because it requires non-verbal responses, assumes only minimal test sophistication, and has no time constraints.[11]

In general, the suggested administration procedures were followed except that the children were all tested in the classroom rather than alone in a separate room. The test became an accepted part of the activity period, with most children quite eager to participate. Children were not withdrawn from the classroom partly on the teacher's advice that too many of them would be afraid and anxious to leave the classroom setting with an adult and partly to minimize the adverse effects of a completely unfamiliar testing situation. It was decided that despite distraction resulting from the classroom setting children would likely perform better when they felt at ease.

Since the same procedure was used for all the children tested, and since the test was used as an indicator of vocabulary rather than the traditional intelligence quotient, valid comparisons could still

11. Each test item required the child to select by pointing, the one of four pictures on a page which represented the word spoken by the tester.

be made. The length of each session ranged from five to twenty minutes, depending on the number of items correctly answered. All of the Italian tests were completed before testing in English began, because of the availability of a bilingual tester.

The Italian version of the Peabody was expected to be more difficult than the corresponding English items for the children involved, since most of them had been exposed only to dialect; however, to account for every different language background represented in the sample would require an unreasonable number of different tests. Instead, a standard form was used, cultural bias was uniform, and the very unfair items could be sorted out afterwards through an item analysis.

Each Italian child was tested with both Form A and B, one in Italian, the other in English. Forms were assigned randomly to the children before testing was started.

When results were compared for the General Mercer and the comparison classes, the similarity of performance was somewhat surprising. The children at General Mercer did not score significantly differently from the Italian-speaking comparison children on the Italian version (18.53 vs. 17.19 respectively),[12] nor on the English version (26.83 and 27.38 respectively). Furthermore, the English performance of General Mercer students (26.83) did not differ from that of all the non-English-speaking background children in the comparison classes (27.25). The only difference emerging was between the native speakers of English in the comparison group and the General Mercer students, the former attaining higher scores, 46.50 on the average.

In other words, the General Mercer children at the mid-point of their first year in the program were at the same level of understanding of

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12. See Appendix C for detailed results.

the English language as were the children of similar backgrounds in regular all-English classrooms!

The difficulties anticipated with the Italian version of the Peabody were confirmed in the results. As a group, the Italian children obtained lower scores in Italian than in English, possibly for the reasons mentioned earlier. The fact that English vocabulary was always tested after Italian would predict some advantage for English scores (Zigler, Abelson & Seitz, 1973) but does not explain the overall depression of Italian scores.

Specific language background information, available for all the children at General Mercer, was used to separate the students into dialect and standard Italian-speaking groups. Statistical comparisons of their mean Peabody scores (17.1 for the standard Italian-speaking children, 18.9 for the dialect-speaking pupils), indicated clearly that the presence of a dialect background did not hinder performance in any way, as had been anticipated. The reasons for the generally low scores must therefore lie elsewhere. Translation may have increased the difficulty of individual items for all students taking the test. A similar effect of translation has been documented by Macnamara (1966).

Ratings of Language Development

Further indication of the language development of the children was provided by teachers' ratings collected in the Spring. In all classes, teachers rated their Italian background pupils on the five language questions of the California Preschool Social Competency Scale and on the language section of the Teachers' Rating Questionnaire (Fall Questionnaire, kindergarten form).[13]

13. Both questionnaires are shown in Appendix B.

For the experimental group, the teacher filled in two sets of forms, one for English, the other for Italian language development. In the comparison classes, the English sets were completed.

Competency and Teachers' Rating Questionnaire scores were compared separately because they measure different types of skills. The competency scores indicate the ability to understand the language and to use it to communicate. The Teachers' Rating Questionnaire, on the other hand, measures the sophistication of language use in class with respect to various aspects of the child's environment. Conceivably a child could perform well on one and not on the other.

The General Mercer group was rated lower by their teacher on the English competency scale than the comparison children (11.78 and 14.81 were the mean scores respectively).[14] On the Teachers' Rating Questionnaire their scores were not different, 21.05 and 21.38 respectively. The mean scores assigned to the General Mercer group on the Italian versions of the competency and the rating scales were 17.33 and 27.60 respectively. That is, the General Mercer children were rated higher in their language ability in Italian than in English on both measures, when comparing their Italian scores with their own English scores and with the English scores of the comparison students.

Once again, despite the fact the the pupils at General Mercer spent much of their school time exposed to the Italian language, they are progressing in English as well.

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14. See Appendix C for further details of these results.

Parent Questionnaire

Parents provided the final information during the first year. The questionnaire[15] they completed pertained to family background information; the language interaction patterns in their home, including media exposure; and the degree of contact between parents and the school. The questionnaire was available for the parents in English or Italian so that comprehension difficulties would be minimal.

Rather than sending the questionnaires to the homes to be completed and returned, letters in Italian were sent inviting the parents to attend a meeting at the school to answer the questions. In many cases, parents were also contacted by telephone to ensure that they could come. For each of these small group meetings, an Italian-speaking person was present to assist.

The format chosen worked out to be almost an interview situation, with one person assisting each parent in a group. Since most of the parents were not familiar with the English language or completing questionnaires of any type, this degree of guidance ensured that all questions were understood and answered. From the handful of forms completed without any help, we realized that sending all the questionnaires home would have been futile.

On the descriptive background information, the General Mercer and comparison groups did not differ. All of the parents questionned in the study were born outside of Canada, mainly in Central and Southern Italy, and most arrived in Canada more than five years ago. The children in the study therefore almost exlusively were born in Canada (Toronto). At the time of the interview, all the fathers were employed, mostly in semi-skilled or unskilled occupations; the majority of the mothers stayed at home.

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15. The questionnaire completed by parents is presented fully in Appendix B with detailed results in Appendix C.

The question about household members had been included to determine the sources of language development of the children at home. The section on language usage provided the type of influence. Since few individuals reported anyone beyond the nuclear family living with them, most of the influence would come directly from parents and older siblings. Throughout the forms, the use of Italian was predominately reported. It was the first language most of the children learned, and were still speaking at home. Italian was still the parents' dominant language, and the one they used at home. The exceptions to this pattern were also quite predictable. The two-thirds of the children who had older siblings heard more English than Italian from these siblings, and the parents judged their children as comprehending Italian and English equally well. This latter response may be an over-estimation of the true level of understanding English since most parents themselves spoke relatively little English.

The other major sources of language learning, reading and television, could also provide input in both Italian and English. Reading in Italian again was more common than in English, but English television programs were viewed daily and more frequently than Italian. Nonetheless, nearly all of the children watched at least some Italian television programs.

In other words, the Italian-speaking children who begin school have relatively little contact with English except from television and older siblings. The students entering the program at General Mercer were not different in this experience from the Italian-speaking students in regular programs.

Differences were found between the General Mercer and comparison groups on the section dealing with parental contacts with the school. Most parents from General Mercer had talked with the teacher three or four times since September; at the comparison schools, most parents had talked once or twice with their child's teacher. Fewer parents had spoken with the teaching assistant, and almost none of the parents had ever talked to any other person involved with the school. On all of these measures, the trend was for General Mercer parents to have had more contacts.

General Mercer parents had visited the school more frequently for general purposes. In addition, two important specific school events, open house and interviews, were less well attended by the Italian parents in the comparison groups than in the General Mercer classes. Parents at General Mercer had also helped with classroom events more often, an indication that this Board guideline had in fact been met.[16]

Interest in school did not vary between the two groups of parents. All were eager to offer their services to the class and most had already offered. Furthermore, both children and parents discussed school almost every day and indicated that all of the topics mentioned on the questionnaire were included in these daily talks. Only the direct involvement, made easier by way of a common language at General Mercer, had increased in the experimental program. This result is reminiscent of the finding of second language programs previously documented (Cordova, 1970).

One parent's comment, that she had never talked to her older daughter's teacher but had spoken with the experimental program

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16. Chi-square comparisons on visits to school for general meetings, for open house, for interviews and for help with classroom events yielded statistically significant results in favour of General Mercer. On talks with teacher, with aide, and with other people, though not statistically significant, the tendencies were in the same direction.

teacher frequently, probably typified the immigrant parents' situation. A common language makes communication easier. Many parents, when bringing their child to or from General Mercer, spent a few minutes each day talking with the teacher. While these contacts were not even the ones referred to in the questionnaire, they are no less important in establishing healthy relationships between the community and the school.

RESEARCH ACTIVITIES: SENIOR KINDERGARTEN YEAR

Descriptive Information: Changes in the Program

The program truly has been transitional, with the amount of English increasing very rapidly during the first year while the use of the mother tongue, Italian decreased steadily. By the end of the junior kindergarten year, most of the program was already in English so that during the second year, Italian was only occasionally used in conversations, stories, and songs.

However, in the second year the teacher still spoke Italian with some children who felt more at ease using their mother tongue. The second year followed very naturally from the first, both in language use and in curriculum.

The program has been bilingual only to the extent that two languages had been used; the goals involved learning only one language, English and no efforts were made to develop or extend Italian language proficiency.

Some administrative features of the program as originally planned did change with some rather far-reaching implications for future arrangements. The teacher and teaching assistant were to remain with the children for the two-year duration of the program. The teacher however was unable to stay in Toronto beyond the first year. Continuity was none-the-less maintained by having the teaching assistant[17] from the first year take over as teacher for the second year, to be joined by another Italian-speaking assistant. For a new teacher the experimental program was very demanding, including not only the usual first year evaluations but also extensive observation by research personnel, interested educators and radio and television interviewers.

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17. This person already was a certified teacher, who had spent several years working in primary classrooms but not as a teacher.

The change of staff may be seen at the same time as favourable and harmful for any transition program. To be feasible a program must not depend on a single person for success although no one will deny that a good teacher can make a program successful. That two teachers could be found within the Board suggests that staffing transition programs might not present the challenge the sceptics about such programs argue.

A second major change resulted from the withdrawal of several students from the transition program. During junior kindergarten three transferred to other school districts while only one new student entered the program. During the summer, eight more students transferred out, some to other school districts, some to the Separate School Board, leaving thirty-two senior kindergarten students. To reduce the strain of larger classes on the other teachers in the school, six junior kindergarten pupils joined one of the two transition program classes in September of the senior kindergarten year. All were of Italian-speaking backgrounds and three were siblings of students already in the program. It had been agreed that they would be taken out of the class if the program were adversely affected. Informal observations early in the senior kindergarten year indicated that these pupils were adjusting well and therefore remained. The individual nature of kindergarten programs generally made the split class little different from the class composed only of senior kindergarten children.

Selection of Comparison Groups

To continue to examine whether the transition program was having effects that were different from a regular kindergarten experience, it again was necessary to make comparisons with students in the regular program. For most research activities, the same children involved in the two comparison schools the first year were observed and tested. The number of classes and

teachers increased accordingly since the children had moved to many different senior kindergarten classes. In one school, all students were in multigrade classrooms. The range of activities available to the senior kindergarten children was still substantially similar to those in the experimental program.

For some of the research activities, a second comparison group was introduced, the senior kindergarten pupils who had been at General Mercer the previous year when the children in the transition program were in junior kindergarten. Children in this group came from the same neighbourhood and in many cases, from the same families as the transition program students. Another advantage was their availability; they could be tested during the first year before it was known whether the first year's comparison group could be involved for a second year.

The comparison group included for each measure is always specified.

Classroom Observation

Observations comprised a smaller portion of the second year's activities than the first. The observation schedule developed in the first year was condensed to permit use in the wider variety of classrooms involved in the second year and to include categories most relevant to the program.

For each child, a record was kept of the activity engaged in, the type of peer contact, both verbal and play interactions and contacts with adults. Each child from the first year's comparison group and from the experimental group was observed for two five minute periods on two different days.[18] Generally, the children were observed after they had settled down at a specific task so that each category could be clearly described.

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18. Only in cases of absence was this rule broken. If the child was absent on the second day, only one time period was included, if absent on the first day, two five minute periods, as widely separated in time as possible, were observed on the same day.

All observations were made by one observer during December and January. The order in which children were observed was randomly determined beforehand.

In coding the observations, activities were designated as individual or group.[19] The former included any activity which would more obviously be performed by a single person (e.g., crafts, reading, puzzles, etc.) whereas the latter would be more likely to have two or more children participating (e.g., construction with large blocks, house and sand play).

Peer interactions, although independent of the activities in theory, did relate somewhat to them. Parallel play would be the natural situation during individual activities whereas cooperative play would be expected more often in group activities. Crossovers, cooperative play during individual and parallel during group activities, were observed, although too infrequently for separate analysis.

The results of the classroom observation, presented in Table 1, revealed that most of the children were occupied with individual activities while being observed; parallel play was the more frequent occurrence, while the children talked quietly with each other. To get more details about language usage during these conversations would have required a proximity that would have interfered with the activities, since the observer was quite well known to the children and was frequently drawn into converstaions. Only a third of the pupils had no contacts with any adult in the five minute periods.

The analysis[20] revealed no differences between the experimental and the comparison classes on any of these measures. The experimental

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19. This same distinction was made in the first year's observation schedule.

20. One of the two observations was selected randomly for the comparative analysis of the two groups. Preliminary tests performed on the data had shown that the first set of observations was not significantly different from the second set on any of the categories.

program children were not more or less likely to work in groups, to engage in conversations with peers, to interact cooperatively or to approach an adult. As in the first year, the transition program had not negatively influenced classroom interactions and behaviour. The patterns observed were quite typical of this age group.

TABLE 1

CLASSROOM OBSERVATION
(Results in Percentages)*

	General Mercer (N=32)	Comparison Group (N=30)
A) Type of Activity		
Individual	71.9	66.7
Group	28.1	33.3
B) Talking to Peers During Activity		
Yes	87.5	86.7
No	12.5	13.3
C) Type of Peer Contact During Activity		
Parallel Play	65.6	70.0
Cooperative Play	31.3	26.7
Plays Alone	3.1	3.3
D) Number of Adult Contacts		
0	37.5	33.3
1	25.0	40.0
2	12.5	13.3
3 or more**	25.0	13.3

* x^2 statistic was applied to the raw frequencies. None of the differences shown above reached significance at the .05 level.

** Includes the situation of continuous contact, an adult being with the group or individual throughout the activity.

Language Comprehension: Peabody Picture Vocabulary Test

To continue the assessment of the pupils' language development, the Peabody Picture Vocabulary Test was readministered in English approximately halfway through the school year. The first year's comparison children from non-English-speaking backgrounds were also retested.

All tests were completed outside of the classroom, sometimes in the hallway, where distractions would be at least somewhat reduced. Children were never taken far from the classroom and seemed generally at ease while being tested. Most remembered the test from the previous year and were eager to repeat it.

Vocabulary comprehension mean scores, 45.53 (SD = 10.0, N = 30) for General Mercer children and 46.56 (SD = 8.7, N = 25) for the comparison group, were not signficantly different. Once again although the General Mercer children were initially instructed in their mother tongue, their English comprehension was developing at the same rate as that of similar children in the regular program.

The gains made by the General Mercer children over the junior kindergarten scores were notable; the mean gain was 18.7[21] points. This indicates that these children are rapidly closing the gap between themselves and their peers with English-speaking backgrounds. Further testing of six English-speaking students from the same comparison schools reinforced this notion. Their performance, a mean score 49.67 (SD = 4.9) was not significantly different from that of the General Mercer group.

During the first year, an Italian translation of the Peabody was also used. Initially, the intention was to improve this translation and

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21. The changes in scores since the first year ranged from -3 to +63, SD = 12.9, N = 27.

readminister it during the second year to see whether comprehension of Italian had undergone any change in the course of the program. However, because testing is terminated when the criterion number of successive errors is made and because the scores were generally very low, there was insufficient data on which to base a thorough analysis of most test items. A suitable alternative was not found and Italian comprehension was not investigated. Furthermore, the use of Italian in the classroom decreased substantially in the second year. Therefore it was not appropriate to investigate language development in Italian as a function of the program.

The complement of comprehension is production; how well do the children speak in English and Italian? This area is being investigated by three university students who obtained a grant to study the language development of Italian-speaking children. Their report will be available later, either as an independent document or as a supplement to this paper.

Measurement of Self Concept

One of the advantages documented earlier for students in programs using the mother tongue has been higher self concept. The fact that more students contributed during classroom discussions in the transition program's first year was taken as further evidence of adjustment to school and higher self concept. It was decided therefore to test the students again toward the end of the program with an instrument designed to measure self concept.

Test selection proved not to be a simple matter. Many tests required individual administration and were very time consuming. Many tested dimensions of self concept that were thought to be irrelevant to the transition program. The instrument finally selected was one which had been used

with primary children in North York.[22] It is a group test with happy neutral and sad faces to be marked in response to twenty questions related to school. It also contains four unscored questions which are included to increase the number the number of negatively worded items. For the purposes of this study six statements were added to determine how the children felt about their families.

These two dimensions, school and family, were felt to be the ones most likely to be influenced by the transition program. The age of the children restricted the scope of the concepts which could be examined and raised questions concerning the validity of the available instruments. Many of the previous studies had involved older children for whom a much wider range of testing materials is available and appropriate.

All self concept testing was carried out in the school library with small groups of four to seven students. The senior kindergarten students from the previous year in General Mercer were tested a year earlier as the comparison group. All of these students were from non-English-speaking backgrounds. Some of these were siblings of children in the experimental program.

For the comparison children, the teacher or teaching assistant joined the group to help supervise and to help the children feel comfortable with the tester who was unknown to them. The experimental children were taken out in slightly smaller groups with the tester alone, since they were quite well acquainted with the tester by this time. (The teaching assistant was absent on the days of testing.) Differences in the children's reactions during the two types of testing situations were not apparent. Both groups

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22. The instrument was modified in North York from the primary self concept inventory developed by the Instructional Objective Exchange, UCLA Center for the Study of Evaluation. The instrument used in the present study is presented in Appendix D.

seemed to enjoy the test and many children asked later if they could do it again. The situations then were conducive to a valid set of responses.

During the testing periods however, it was obvious that some questions were not understood by most children. The task was fairly difficult because the questions required the child to abstract considerably (e.g., how would you feel if...). In addition, the child had to match this feeling with the representative face, also an unfamiliar task.[23]

For these reasons together with the fact that six new items had been added, it was felt necessary to do an item analysis on the test. Any item which did not correlate with the total score was eliminated from the score. Five items were removed by this method and total scores therefore were given for the remaining twenty-one questions.

In scoring, two points were assigned if the face marked indicated a positive feeling about school or family; one point was given if the neutral face was marked and no points if the marked face indicated a negative feeling. Higher scores then showed more positive feelings about school and family. However, because most, 18 out of 21, of the questions scored were positively worded, the tendency to pick the happy face regardless of the content and thereby produce a high score is confounded with the measurement of self concept.

Both sets of scores, for the experimental and the comparison groups, were quite high, 34.2 (SD = 5.75, N = 30) and 32.6 (SD = 6.5, N = 45) respectively. These means are not significantly different although the trend was for the transition program students to have higher self concepts.[24]

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23. Since June 1974, the Self Concept Inventory has been revised; only the happy and sad faces were left as alternative responses and some of the items were reworded and simplified. These revisions were made too late to be incorporated into the study.

24. $t = 1.59$, p .05. However, on the entire 26-item test, a significant difference was found in favour of transition program students.

Considering the difficulties encountered with the test, the more conservative interpretation of the scores would be that if any differences in self concept exist, this test failed to bring them out.

Academic Performance

One concern expressed about the transition program has been that students not fall behind academically because of initial instruction in their mother tongue. Two methods of assessing academic performance were considered, standardized achievement or readiness tests and teacher reports. The former were considered to be inappropriate despite their quantitative approach because of their cultural bias and the possible frustration for the young child presented with an unfamiliar and independent task of fixed time duration. In addition, Kermoian (1962) reports that teachers can provide as accurate an evaluation of readiness for first grade work as can the Metropolitan Readiness Test. Length of teaching experience was not related to the ability to predict.

These factors, taken together with the added simplicity of collecting teacher reports, led to the decision not to use standardized tests. Instead, the end of year report cards were analyzed. These reports are the ones sent to parents as a record of the child's progress for the year and may in some cases be the only feeback received by parents.

With regard to content, many of the areas covered in the teacher reports were contained in readiness tests (e.g., number concepts, fine motor skills), but different skills not usually assessed by readiness tests were also mentioned frequently (e.g., social interaction skills and attention span).

Since the reports are narrative, every teacher does not mention exactly the same areas of development and different skills may be mentioned

from one child to the next by the same teacher. Thus, two children of similar ability could get different reports from the same teacher and the same child could receive different reports from different teachers.

Even so, the consistencies among reports were great enough that comparisons could be made. A list of areas specifically mentioned was drawn up and for each child, a check was made of whether the area was mentioned by the teacher and whether the statement indicated satisfactory progress. For each child, the number of positive comments could be determined, and averages for the groups could be prepared.

The experimental group was compared with a group of non-English-speaking background senior kindergarten students from the previous year in General Mercer. All reports for the comparison group were completed by one teacher, so that only two reporting styles were involved in the comparison.

On the whole, the reports for the transition group were more positively worded; they contained significantly more positive statements than did those of the comparison group; 5.2 (SD = 1.5, N = 30) vs. 3.5 (SD = 1.6, N = 19) were the respective means.[25] Thus, the reports given to the parents of the experimental group children were more favourable. It is possible that the transition group was not actually achieving at a higher level but that the differences represent differences in teacher styles of reporting. But it can be stated quite certainly that the experimental children are not suffering academically.

Semantic-Phonetic Preference

In the past, most evaluations of programs involving two languages have taken the approach of measuring academic achievement, concentrating on showing that students in these programs do not lag behind. Attitudes

25. $t = 3.76$, $p < .01$.

and self concept measures may be among the few exceptions to this academic orientation; the thought behind many evaluations of experimental language programs seems to be compensation rather than supplement, or advantage.

This view is hardly surprising in view of the controversy around bilingualism. Only recently has it been more freely acknowledged that bilingualism may be an advantage to the child, if properly developed. It is important in providing alternatives to ensure that they do not work against the child in any way. No disadvantages and some advantages would be even better. But the program's advantages are often difficult to assess; traditional measuring techniques have not been designed for these purposes.

Some investigators, have taken a positive point of view, looking for advantages of bilingualism per se. Ianco-Worrall is one of these (1972) in the area of cognitive development. Studies in the affective area are somewhat more numerous (e.g., Lambert & Tucker, 1972; Gardner, 1968). Ianco-Worrall found that young bilingual children in South Africa were more oriented toward word meaning than were monolingual children who paid more attention to sound. Older children whether monolingual or bilingual made word choices more often according to meaning.

The semantic-phonetic preference test used in the present study was developed along the lines described by Ianco-Worrall. Because of the differences between South Africans and Canadians in word usage, the items tested by Ianco-Worrall could not be used without pilot testing and modification. The procedures for test development and pilot testing are described in detail in Appendix E.

The semantic-phonetic preference test (Table 2) contains sixteen triads each composed of: one stimulus word, one word which is related phonetically to the stimulus word and one word which is related in meaning. Each triad is presented orally in the form of a question with

two choices. This procedure assesses whether the child attends to meaning or to sound since the similarity between words can be interpreted on the basis of shared meaning or shared acoustic properties.

TABLE 2

SEMANTIC-PHONETIC PREFERENCE TEST

No. on Cards	Stimulus	Semantic	Phonetic
1	arm	hand	art
2	bag	purse	bat
3	bed	crib	bell
4	boot	shoe	book
5	cat	dog	can
6	chick	hen	chin
7	clock	watch	cloud
8	foot	leg	food
9	game	play	gate
10	knife	spoon	night
11	mask	face	match
12	math	count	mask
13	mouth	tongue	mouse
14	plate	dish	plane
15	shop	store	shot
16	tire	wheel	time

For this test, a comparison was made between a group of bilingual and monolingual children from General Mercer and the two comparison schools. Although bilingualism was not formally assessed, it was known for certain that the "bilingual" children had extensive exposure to both Italian and English from home and school respectively; the monolingual children had only the English language in their background. The Italian language exposure had been ascertained from parent questionnaires completed the previous year.

Monolingual children were identified by the classroom teachers. If there was any doubt about the presence of another language or dialect, the child was not included. Thus the homogeneity of the monolingual group was ascertained while the bilingual group reflected a variety of linguistic abilities.

The testing situation was made more relaxing and entertaining for the children by allowing them to use puppets while giving their verbal answers. The task itself, of matching pairs of words presented orally was quite monotonous; the puppets provided the dimension needed to sustain the attention of the children.

If more than half of the items chosen were phonetically related to the stimulus, the child could be described as having a phonetic preference; if more than half were semantically related, the preference was semantic.[26] The dividing line is rather narrow since only one different answer could place the child in a different preference group. This is especially important for the seven children who selected an equal number of semantic and phonetic relationships and were eliminated from the analysis, and for the nineteen who chose only one more than half of either type and remained in.

By this criterion, the bilingual students were more likely to have semantic preferences than were the monolinguals, consistent with the results reported by Ianco-Worrall. These results are shown in Table 3.

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26. Ianco-Worrall's division was more stringent; at least two-thirds of the responses had to be of the same kind before a child was placed in the same semantic or phonetic category. By this method she eliminated children with position biases by placing them in a no-preference group. In the present study a t-test was applied to the mean number of semantic choices made by the bilingual and monolingual children. These means 8.13 and 6.58, were just short of being significantly different ($t = 1.533$, $.05 < p < .10$)

TABLE 3

SEMANTIC-PHONETIC PREFERENCE TEST RESULTS

Child's Preference	No. of Semantic Choices	No. of Monolingual Children	No. of Bilingual Children
Phonetic	0-5	17	8
	6-7	9	7
No Preference*	8	3	4
Semantic	9-10	2	9
	11-16	9	11

$x^2 = 5.51$, $p < .01$.

* Not included in analysis.

To provide strong support for the hypothesis that bilingual children are advanced cognitively, a more elaborate experimental design is necessary but was not possible under the present circumstances. An adequate assessment of bilingual and monolingual skills would be required, combined with bilingual and monolingual language experiences at school or at home. The monolingual control group should be drawn from both language groups and the preferences tested in both languages. The only languages which could even approximate these conditions in Canada might be French and English. Ianco-Worrall's sample in South Africa did meet these conditions.

Some other differences should be taken into account when comparing the results with Ianco-Worrall's. Her young subjects ranged from four to six years of age. Their two languages were used equally by the bilingual children in a variety of situations and were both recognized as official languages of the country. Such is not the case even in the experimental program, from which most of the bilingual subjects were drawn.

so that the child's use of the two languages would generally be separated. In a bilingual home or school setting switching back and forth between two languages would be more frequent. In addition the age range was from 5.5 to 6.5 years placing many of these children closer to Ianco-Worrall's older group.

SUMMARY

Students in the transition program at General Mercer Public School have had an untraditional but linguistically natural introduction to school, for they could use their mother tongue to communicate in class. Because of the manner in which the program was conceived and instituted, a description of the program and its participants as well as comparisons on a variety of measures with students in regular kindergarten classes have been provided.

How did the transition occur? The teachers and students in the transition program were from the same cultural and language background. That fact by itself is not really too surprising. This program was unique because they were allowed to use these common experiences in the classroom. All of the children could be involved in learning and understanding without delay even though they did not speak English.

This choice of language was spontaneous. Italian, dialect and English would all be used within a very short time span. Initially Italian was used most of the time in class discussions, stories and songs. Even within these periods, English would be heard from some of the children and then from the teacher in response.

Throughout the program, as more children began to acquire some English vocabulary, the use of English gradually increased as Italian decreased in preparation for a regular classroom after two years where only English would be used.

Except for language usage, the transition program was basically like any other kindergarten program in the concepts that were introduced and in the range of activities offered to the children. One exception to this was the availability of Italian records and books in addition to English records and books.

Unlike the junior kindergarten year, upon walking into the classrooms of the experimental program during its senior kindergarten year, one

would not easily suspect that this program was different from any other. English was used most of the time, with only a few children still feeling more at ease with Italian. Most stories and songs were in English, only a few were in Italian.

In other words, the program had indeed been transitional. As soon as sufficient competence was attained in English, the Italian language was phased out and was used only occasionally in the classroom. The transition was made quickly and quietly.

Has the transition program met the goals establish for it?

1) The transition program was to help the ethnic child learn to read and write in English. Success in attaining this goal cannot be assessed because reading and writing have not yet been introduced.[28] A longer follow up would be required to assess students' progress in these areas. One should also consider how much influence a temporary program could reasonably be expected to have in the long run.
2) The transition program was to ensure that there would be no delay in introducing the concepts of the regular program. The transition program was successful in satisfying this goal and it can safely be concluded that the introduction of concepts was not delayed. First, the end of year reports by the teachers indicated that the children had made satisfactory progress in the subject matter expected of kindergarten children. Second, the students in the transition program did not differ from the students in the comparison classes on the measures of language comprehension in both years. These results indicate that despite the fact that students at General Mercer were exposed to the Italian language

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28. Generally reading and writing is not introduced until Grade one. Initially it was proposed that the transition program continue for at least three years and introduce reading in the mother tongue. This original proposal was not accepted; see the background section of this report for details leading to the modified proposal and the resulting two-year kindergarten program.

for much of the time in the first year of school, they were learning the English language at a rate equal to that of children in regular programs.

3) The transition program was to make the adjustment to school easier for the Italian-speaking children. Again, the result seems to be positive. Adjustment generally occurs in the first few weeks or months of school. It was during this time that the experimental program children were observed to participate more in class discussions than children in regular programs, indicating that they did feel more at ease. This finding is especially significant in light of the fact that the kindergarten curriculum in Toronto devotes a great deal of attention to the importance of speech in group situations.

The behaviour of children in the transition program was not different from that of students in regular programs. Thus, the transition program had not negatively influenced classroom interactions typical of this age group.

Self concept might be another indicator of a difference in adjustment at a later stage of the program. While the participation in class discussions early in the program may be viewed as an indicator of self concept it was decided to test students toward the end of the program with an instrument designed to measure self concept. However all the children tested had relatively high self concept scores and the experimental group did not answer the test items differently from the comparison group children. The difficulties mentioned previously with this instrument for young children should be kept in mind.

4) The final goal was to help the parents become more involved with their children's education. Again, the first year's results have helped to decide whether this objective has been attained. While parents from the

comparison group expressed as great an interest in their children's education, the General Mercer parents attended more official school functions and talked regularly with the teacher on an informal basis. These results illustrated that parental involvement can be affected by a transition program. Informal talks continued during the second year with a new teacher in charge of the transition program indicating that the common language rather than the teacher specifically was responsible.
Taken as whole, the results have been supportive of the philosophy of a transition program.

What has the transition program meant for the children and their parents? The children have not suffered either academically or in English language comprehension. Their self-images are not inferior and, keeping the first year's results in mind, may even be healthier. Their classroom behaviour is typical of that shown by other kindergarten children. The class was fun to be with.

The most important effects may have been those of the first few months when the children were not suddenly faced with a novel environment combined with an unfamiliar language. Their cultural and linguistic backgrounds were acknowledged and accepted in the classroom. Within the constraints of a transition program, they were free to use the language of their choice and to express their culture. The greatest impact of this difference should have been felt at the beginning of the program.

For the parents, the experience has been different. The fact that they shared the teacher's language made an important difference and can serve as a helpful strategy for getting parents more involved with the school as a whole.

One of the recommendations given by the Toronto Board's Multicultural Work Group is to give more recognition to languages other than English in the public school system. Can anything but fully bilingual programs really

convey the message to a child, "Your language is okay"? The teacher's own attitude to both languages and cultures must be very positive and this person must feel equally comfortable and competent in his role in both worlds. At best, it is difficult for someone who has experienced the monolingual and monocultural school system to achieve this.

Perhaps a transition program, by definition, carries the same message as a regular English immersion technique -- eventually you must get by without your mother tongue. As the program continued the pressure to use English probably increased. Gradually the children used less and less Italian as was required by the program, but without the direct pressure of a teacher who did not understand them. The children seemed aware that English was the language of the school. The feeling that this was in fact the message received by the students became stronger as the program continued. When they were asked by another research team to tell a story in Italian, in response to some pictures, they reacted as if the request were quite foreign. They were rarely asked to express themselves in Italian, except by news media personnel. Many students were obviously surprised and uncomfortable with this request. Some refused, a reaction not given to the similar demand for a story in English. It was as if they sensed that the Italian language had no place in the school.

What were the administrative considerations and problems? The two-year experience has demonstrated that a transition program is administratively feasible in Toronto. The context in which the program was implemented is very important:

- a school and community willing to support a transition program was identified and meetings with interested parents were held prior to the start of the program
- the program was designed for young children who were beginning school
- Italian children accounted for a significant part of the school's population

- two teachers qualified to conduct the program were available within the school system
- this type of program was deemed legally feasible and thereby approved by the Ministry of Education

Different considerations and procedures would be required for different programs. For example, a program which would introduce reading and writing in the mother tongue would require a change in the Schools Administration Act. It should be noted that the Provinces of Manitoba and Alberta have made legislative changes allowing for instruction in languages other than English and French. Second, a transition or bilingual program for older children might demand further teacher qualifications perhaps bilingual teacher training, and the availability of curricular materials would have to be considered. To implement a transition program in a school which hosts several different non-English speaking language groups simultaneously would necessitate further administrative considerations; the concept of a program for a "family of schools" could be explored and probably more reliance on community involvement would be required. Finally, 90% of the children in the program at General Mercer were born in Canada; a program for a group of new arrivals to Canada might have to be modified to meet their different needs.

Generalizations must be made cautiously, and every new program organized with its target group and its objectives carefully considered.

The transition program at General Mercer has also experienced some administrative difficulties, with both the teacher change and the student withdrawals. The change of staff appeared to be smooth and the fact that two teachers were found within the Board is encouraging. Altogether about 25% of the students transferred to other schools, the same as the proportion who left the comparison classes.

The transfers from the experimental program must be considered

seriously, especially those who did not move outside the school district boundaries. It is important to know whether these withdrawals indicate a lack of satisfaction or merely a different set of priorities? Can the school board initiate these programs without parental commitment? Clearly the answers will not come through speculation, but must be sought from the parents themselves. Openly there have been no signs of discontent.

An experimental program of any kind often creates more questions than it answers. The transition program at General Mercer is no exception.

> "The research community is under considerable pressure from decision makers, especially legislators, to provide instant answers in areas of investigation that just don't lend themselves to instant answers. Most research takes time. Giving in to these pressures will likely produce cursory research and simplistic recommendations.
>
> The other extreme is the investigation that goes on for many years and finally produces a report that suggests more research is needed."
>
> (Bell, 1975, p. 12)

Some of the benefits or drawbacks of the program may not emerge until later in the children's school career. For example, the effects of isolating one language group in the classroom for two years cannot yet be assessed. Whether or not the program has helped to alleviate some of the academic difficulties or reduce the number of pupils dropping out of school also cannot be determined until much later.

However, this research study has already shown us that the transition model does work for kindergarten students; it can successfully introduce the culturally different child and his parents to our educational system. General Mercer is already repeating the program with a new group of students.

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APPENDIX A

Background reports relating to implementation of the Transition Programme —

(1) Action Profile No. 4, Inner City Schools Work Group. "A Transition Programme for Young Children" (Grande's Proposal, February 19, 1973) .....Page 52

(2) Report of Educating New Canadians Committee, Section C "A Foreign Language as a Transitional Language of Instruction", April 26, 1973 ..... Page 53

(3) Minutes of Board of Education for the City of Toronto, May 3, 1973 ..... Page 56

ACTION PROFILE NO. 4

WORK GROUP: INNER CITY SCHOOLS

PROJECT TITLE: "A TRANSITION PROGRAMME FOR YOUNG CHILDREN" (EXPERIMENTAL PROJECT)

RATIONALE: Children from ethnic communities experience learning difficulties in school settings. They lag behind in achievement mainly because their oral command of English is not as far developed as that of a child who comes to school from an English speaking environment. Nevertheless, these children have linguistic and cultural experiences which, if properly utilized can work to the child's advantage and hence facilitate the introduction of the English language. The basic principle inherent in this approach is that the school begins from WHERE THE CHILD IS and with what the child has learned prior to formal schooling.

OBJECTIVE(S): The primary objective of the special programme is to help the ethnic child learn to read and write in English to the best of his ability.

PROPOSED METHOD: It is suggested that children be selected for the special programme on the basis of similar non-English cultural and linguistic background. The teacher should be fluent in both English and the child's mother tongue. It is suggested the teacher remain with this group of children for more than one year to allow for flexibility and continuity in the programme. It is anticipated that the child's mother tongue would be dominant in the first year with English being added slowly at first as it arises out of the children's experiences. The child would be introduced to reading and writing in his mother tongue while at the same time oral language development in English would be accelerated in an atmosphere that is relatively secure from the point of view of the child.

Curriculum content such as Social Studies, Science, Mathematics, etc. would remain the same as with those children speaking English. There will be a time when all oral communication is in English and the children would have grasped the principles of reading and writing in their mother tongue. At that time reading and writing in English will be introduced and shortly after the complete programme will be in English only. It is anticipated that the pace of learning to read and write English will be considerably accelerated due to the fact that the pupils have grasped the principles of reading and writing in the mother tongue, until the students will be functioning better, or at least as well as, their English speaking age-mates.

February 19,1973 Tony Grande

REPORT OF THE EDUCATING NEW CANADIANS COMMITTEE
Section C - A Foreign Language as a
Transitional Language of Instruction

April 26, 1973

I. Mr. Grande's Proposal

Mr. Grande's proposal, "A Transition Programme for Young Children" arose from a concern that "children from ethnic communities experience learning difficulties in school settings. They lag behind in achievement mainly because their oral command of English is not as far developed as that of a child who comes from an English-speaking environment". Under "Proposed Method" the procedure is outlined. Lengthy discussions were held around a similar proposal in late 1971 at meetings of the Educating New Canadians Committee.

Section 21, subsection (e) of the Schools Administration Act, under the duties of teachers, states:

> "(e) in instruction and in all communications with the pupils in regard to discipline and the management of the school,
>
> (i) to use the English language, except where it is impractical to do so by reason of the pupil not understanding English, and except in respect of instruction in a language other than English when such other language is being taught as one of the subjects in the course of study, or
>
> (ii) to use the French language in schools or classes in which French is the language of instruction except where it is impractical to do so by reason of the pupil not understanding French, and except in respect of instruction in a language other than French when such other language is being taught as one of the subjects in the course of study;"

The crucial question in Mr. Grande's proposal is that stated in the sentence: "The child would be introduced to reading and writing in his mother tongue while at the same time oral language development in English would be

accelerated in an atmosphere that is relatively secure from the point of view of the child".

It is the opinion of the officials that the proposal, because the children would not learn to read and write in English until after they had learned to read and write in their mother tongue, would not be in accordance with the Schools Administration Act. This was confirmed in a letter from the Minister of Education in October, 1972 and re-affirmed recently by the Ministry officials.

Still, Mr. Grande's proposal, with modification, could have much merit if a principal, staff, and parents were willing to implement it. This modification may make it legally feasible and practical while preserving most of its features. The following table clarifies the modification.

<table>
<tr><th>Mr. Grande's Proposal</th><th>Modification</th></tr>
<tr><td colspan="2"><u>Common Elements</u>

- bilingual teacher (remain with children for 2 years)
- bilingual lay assistant (remain with children for 2 years)
- children of similar linguistic and cultural background
- involvement of ethnic community
- oral instruction in mother tongue
- research component
- regular pupil-teacher ratio in Junior Kindergarten, lower in Senior Kindergarten
- developmental program
- ethnic books, films, etc. - minimal budget increase</td></tr>
<tr><td colspan="2"><u>Point of Difference</u></td></tr>
<tr><td>- learn to read and write in mother tongue</td><td>- learn to read and write in English</td></tr>
</table>

If Mr. Grande would accept such a modification of his proposal, and if a principal and staff volunteer to undertake the scheme, and if formal approval were received from the Ministry, this Board might well benefit from a pilot based on this proposal. It would be important, of

course, that the parents involved thoroughly understood and approved the experiment. There are some operational concerns with such an experiment. In various discussions some staff members have been worried about segregating one ethnic group. They feel that the isolation of any group is dangerous. They are also concerned about the possible dislocation of valuable staff members to accommodate the program. Others feel that the children need an English program as early as possible.

Other concerns are more specific. The pupil-teacher ratio may prove to be inflexible from grade to grade. There has been little or no discussion with parents to this date. Any evaluation by research will take at least three or possibly five years. The Board's ability to expand the program to other ethnic groups may be restricted, and thus the Board would appear to be favouring one group over another. Pupils who begin in such a program might be in difficulty if they moved. A survey completed at Earlscourt in 1972 showed that, in the first three years from 10 to 20% of the students moved each year. In Grade Two, 62% of the children who had begun Junior Kindergarten or Senior Kindergarten at Earlscourt, remained.

REPORT No. 2 OF SPECIAL COMMITTEE RE EDUCATING NEW CANADIANS, PART II

Monday, April 30, 1973

1. At the Board meeting held on March 22, 1973, (page 166) Trustee Atkinson requested a report on the feasibility, financial and legal implications of implementing foreign language programs in elementary schools, bearing in mind the many children with varied foreign language backgrounds attending Toronto schools.

Your Committee received a report from the officials which outlined the situation in Toronto and included alternative suggestions for dealing with the problem, such as a foreign language as a transitional language of instruction, a foreign language as an optional language and general guidelines offered for suggestion in consideration of proposed language programs.

General Guidelines

Your Committee considered Section E of the report of the officials in regard to general guidelines to follow when considering proposals for the study of foreign languages other than English and French at the elementary school level.

It is recommended that the guidelines to be followed when considering proposals for the study of foreign languages other than English and French at the elementary school level be approved as outlined in Appendix C.

Foreign Language Transition Program—Pilot Project

Your Committee considered a proposal for a transition program of instruction in a foreign language for children from ethnic communities who experience learning difficulties due to lack of facility in the English language.

The proposed method for the operation of this transition program is outlined as follows:

(a) That a bilingual teacher instruct the children for two years.
(b) That a bilingual lay assistant remain with the children for two years.
(c) That the children be of similar linguistic and cultural background.
(d) That the ethnic community be involved in the operation of the program.
(e) That oral instruction be in the children's mother tongue initially.
(f) That there be a research component involved in the program.
(g) That the regular pupil-teacher ratio be maintained in the junior kindergarten.
(h) That the program be of a developmental nature.
(i) That ethnic resource materials be used, such as books and films at a minimal budget increase.

The original proposal suggested that the instruction be in the child's mother tongue and that the child learn to read and write in the mother tongue before learning to read and write in the English language. This aspect of the proposal would not be in accordance with the Schools Administration Act. The officials suggested, in the report, that a modification would make the proposal acceptable to the Ministry of Education. The modification recommended that the child should first learn to read and write in English rather than in his mother tongue.

It is recommended that the proposal for a transition program of instruction in a foreign language for children from ethnic communities be approved as modified in the officials' report, that the program be implemented as a pilot project, that the school at which it is to be implemented and the language of instruction be chosen by the officials and reported to your Committee as soon as possible, and that the officials consult with the staff and community where the proposal is to be implemented and report the conclusions

of these discussions to your Committee. Implementation of the transitional language program is to be subject to the guidelines as outlined in Appendix C to the General Guidelines noted above, with the following condition:

That the transitional program obtain a class size of at least 35 children.

• • • •

APPENDIX C

See section 1, Report No. 2 of the Special Committee re Educating New Canadians, Part II, page 316.

Guidelines for Consideration of Proposals for Instruction in Foreign Languages Other Than English and French at the Elementary School Level.

(1) That programs to be considered should be a co-operative venture of school and community.
(2) That co-operative proposals presented by staff and parents of a school must outline the responsibility of the community in providing volunteers to conduct the programs.
(3) That there should be no increase in staff establishment.

(4) That there should be no dislocation of staff to the detriment of the regular program.
(5) That programs will be subject to the approval of the Ministry of Education.
(6) That no amounts in excess of regular budget to be allotted for supplies and equipment without the approval of the Board.
(7) That any increase in facilities to accommodate programs, e.g., provision of a portable, must be approved by the Board.

• • • •

(Minutes of the Board,
May 3, 1973)

APPENDIX B

Instruments

(1) Observation Schedules

(a) Class Discussion Observation Schedule ..... Page 59

(b) Activity Period Sociogram ..... Page 61

(c) Individual Observation Schedule ..... Page 62

(2) Teachers' Rating Instruments ..... Page 64

(3) Parent Questionnaire ..... Page 69

CLASS DISCUSSION OBSERVATION SCHEDULE
(Form used at General Mercer)

Date _____

Time _____

	Spontaneous Talking	Response to Question
Italian		
English		
"?"		

Names of Absentees:

CLASS DISCUSSION OBSERVATION SCHEDULE
(Form used at comparison schools)

School _____

Date _____

Time _____

Spontaneous Talking	Response to Question

Names of Absentees:

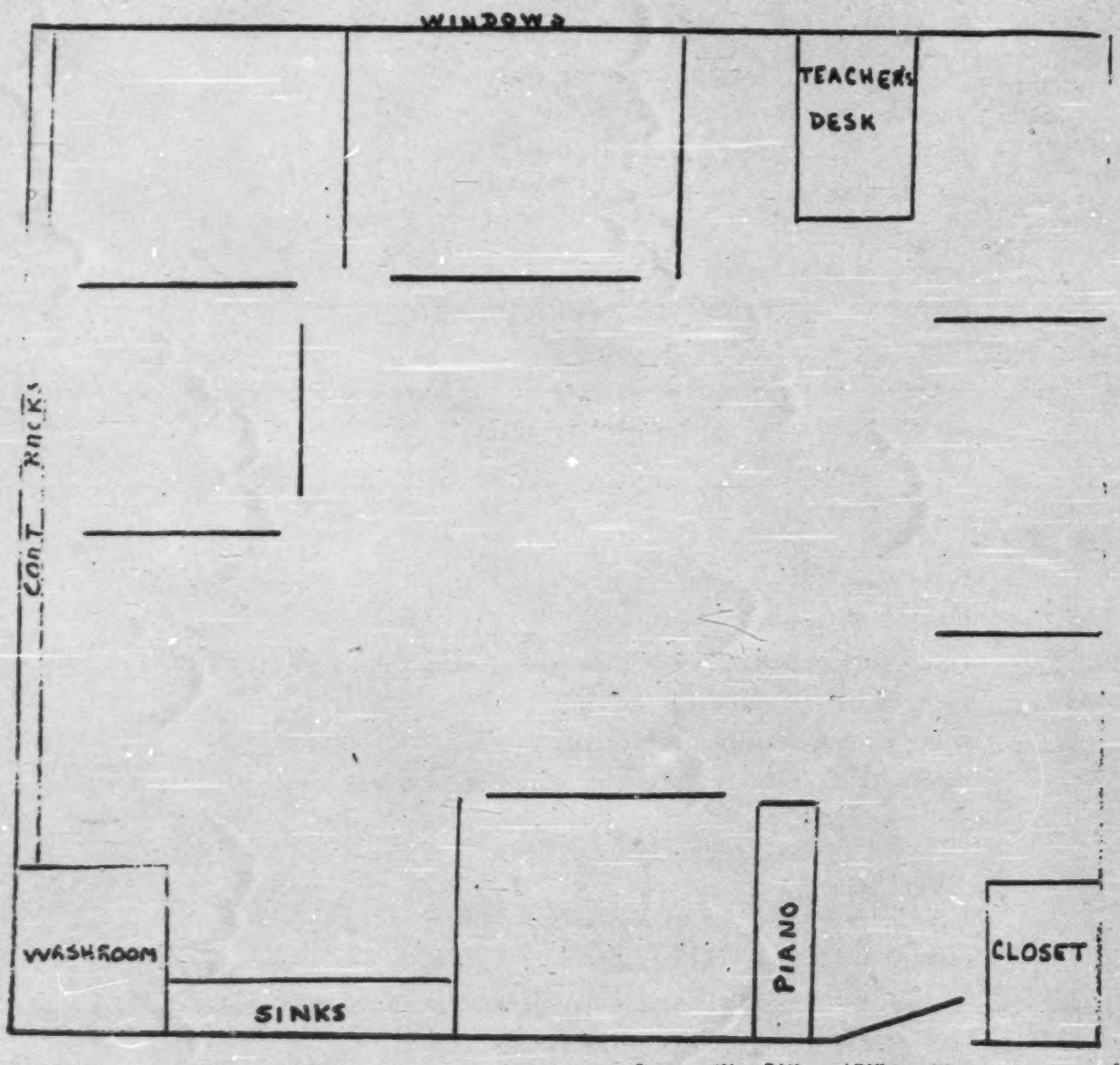
General Mercer*

Activity Period Sociogram

Date _____ Time _____

Names _____

_____



PLAYING WITH PEERS | DISTRACTABILITY/ATTENTION SPAN | ADULT ATTENTION SEEKING

* Separate floor plans for the Sociogram analysis were drawn for each of the classrooms involved.

INDIVIDUAL OBSERVATION SCHEDULE

School: _____

Date: _____

Time: _____

Names: _____

_____

A. Transition to Activity

1. Communicating: Asking for Activity

T: ___ ___ Italian ___ ___ English S: ___ ___ Italian ___ ___ English ___ ___ ?

___ ___ little verbal, mainly action or gestures

___ ___ verbal plus gestures

___ ___ mainly verbal, very little action

___ ___ no observation

2. Initiative/Dependence

___ ___ chooses own activity

___ ___ suggests own activity with teacher prompting

___ ___ needs to be told what to do

___ ___ asks for activity already filled or for same activity chosen previously

___ ___ activity selected by teacher for special reasons

B. During An Activity

1(a) Interaction with Peers

___ ___ initiates play with others

___ ___ invited to join others in play

___ ___ rejects or tries to reject new member to group

___ ___ is rejected by member of group

___ ___ tries to get attention of peers

___ ___ interacts negatively, disrupts play, fights, etc.

___ ___ none of above

1(b) Talking with Peers

___ ___ doesn't talk, and is not spoken to

___ ___ responds minimally when spoken to (e.g., nods, says one word)

___ ___ doesn't initiate conversation but responds fully when spoken to

___ ___ quiet, friendly interchange, chatting

___ ___ excited emotional talking

___ ___ angry or shouting (emotional talking)

___ ___ screaming, crying (outbursts)

General

Accepting Limits

___ ___ recognizes and obeys class rules, e.g., numbers in play areas, returning borrowed objects, cleaning up after each activity

___ ___ sometimes follows limits

___ ___ doesn't accept limits, inactive or withdrawn when reminded

___ ___ actively opposes limits by fighting, crying, etc.

COMMENTS:

Teachers' Rating Instruments

The two rating instruments which follow were completed by the teachers for all Italian background students. For the rating of ability in Italian, the word "English" was replaced by "Italian" wherever it appeared on both questionnaires. The Italian versions were completed only for the students at General Mercer.

TEACHER RATING QUESTIONNAIRE
LANGUAGE SECTION - RATING GUIDE

NOTE: Instructions for all questions in the Language Section

Rate 0 - if the child cannot or will not speak at all in the situation(s) outlined in the question, or
- if the child has unintelligible speech in the situation(s) outlined in the question.

Rate 2 - if the child's speech in the situation(s) outlined in the question is consistently impaired due to extreme tension - mannerisms, stuttering, stammering when talking, or
- if the child's speech in the situation(s) outlined in the question is consistently impaired by "baby talk", substitutions, limited vocabulary, physical defects.

Ratings of 6 or 8 must include clarity and fluency of speech along with the specific requirements outlined for each question.

Question 1 Speaks clearly enough to be understood.

Rate 0 - see note

Rate 2 - see note, or
- seldom willing to speak

Rate 4 - speaks as described in question

Rate 6 - often speaks fluently

Rate 8 - consistently speaks fluently in simple sentence form

---

Question 2 Tells something about concrete materials in the classroom (e.g., own handwork, large pictures used for picture study, science materials, articles or toys brought from home).

Rate 0 - see note

Rate 2 - see note, or
- seldom will attempt to tell something about concrete materials, or
- attempts are limited to one or two words

Rate 4 - speaks as described in question

Rate 6 - frequently able to tell something about a variety of concrete materials and descriptions contain some qualifying words (e.g., big house, red dress, hard rock).

Rate 8 - frequently able to tell something about concrete materials in simple sentences that contain some qualifying words (e.g., "I made a green house. This is a small leaf. This is a big fire truck."

Question 3 Tells something about own school activities (e.g., dramatic play in the doll or block centre, with educational toys).

Rate 0 - see note

Rate 2 - see note, or
- seldom will attempt to tell something about own school activities, or
- attempts are limited to one or two words.

Rate 4 - speaks as described in question.

Rate 6 - frequently able to tell something about a variety of own school activities in simple sentence form.

Rate 8 - frequently able to tell something about a variety of own school activities in simple sentence form.

Question 4 Tells something about out-of-school activities or events (e.g., home, trips, coming to school).

Rate 0 - see note

Rate 2 - see note, or
- seldom will attempt to tell something about out-of-school activities, or
- attempts are limited to one or two words.

Rate 4 - speaks as described in question.

Rate 6 - frequently able to tell something about a variety of out-of-school activities.

Rate 8 - frequently able to tell something about a variety of out-of-school activities in simple sentence form.

Question 5 Participates in teacher guided conversation periods (e.g., answers questions, offers ideas).

Rate 0 - See note

Rate 2 - see note, or
- seldom will attempt to participate in discussions, or
- always needs a lot of teacher encouragement and support to participate in discussions, or
- attempts are usually "silly".

Rate 4 - Speaks as described in question.

Rate 6 - participates in most of the daily teacher guided conversation periods.

Rate 8 - participates in all teacher guided conversation periods and speaks in simple sentence form.

TORONTO BOARD OF EDUCATION
TEACHER RATING QUESTIONNAIRE
LANGUAGE SECTION - ENGLISH

For each question, circle the appropriate rating number as it applies to the child's ability in the English language. It is necessary to refer to the accompanying rating guide for descriptions of each category before answering these questions.

1. Speaks clearly enough to be understood.

   0 2 4 6 8

2. Tells something about concrete materials in the classroom (e.g., own handwork, large pictures used for picture study, science materials, articles or toys brought from home).

   0 2 4 6 8

3. Tells something about own school activities (e.g., dramatic play in the doll or block centre, with educational toys).

   0 2 4 6 8

4. Tells something about out-of-school activities or events (e.g., home, trips, coming to school).

   0 2 4 6 8

5. Participates in teacher guided conversation periods (e.g., answers questions, offers ideas).

   0 2 4 6 8

Name of Child _____

School _____

ENGLISH LANGUAGE COMPETENCY SCALE*

For each question, circle the number of the option that is most characteristic of the child being rated, as it applies to the child's ability in the English language.

1.) FOLLOWING VERBAL INSTRUCTIONS IN ENGLISH

He can follow verbal instructions —
1. When they are accompanied by demonstration.
2. Without a demonstration, if one specific instruction is involved.
3. Without a demonstration, when it involves two specific instructions.
4. Without a demonstration, when it involves three or more instructions.

2.) FOLLOWING NEW INSTRUCTIONS IN ENGLISH

1. He carries out one familiar instruction.
2. He carries out one new instruction the first time it is given.
3. He follows new instructions given one at a time, as well as familiar ones.
4. He follows several new instructions given at a time, as well as familiar ones.

3.) REMEMBERING INSTRUCTION IN ENGLISH

1. He nearly always needs to have instructions or demonstration repeated before he can perform the activity on his own.
2. He frequently requires repetitions, a reminder, or affirmation that he is proceeding correctly.
3. He occasionally needs repetition of instruction for part of the activity before completing the activity.
4. He performs the activity without requiring repetition of instructions.

4.) MAKING EXPLANATION TO OTHER CHILDREN IN ENGLISH

When attempting to explain to another child how to do something (put things together, play a game, etc.) —
1. He is unable to do so.
2. He gives an incomplete explanation.
3. He gives a complete but general explanation.
4. He gives a complete explanation with specific details.

5.) COMMUNICATING WANTS IN ENGLISH

1. He seldom verbalizes his wants; acts out by pointing, pulling, crying, etc.
2. He sometimes verbalizes but usually combines actions with words.
3. He usually verbalizes but sometimes acts out his wants.
4. He nearly always verbalizes his wants.

NAME OF CHILD _____

SCHOOL _____

* Adapted from California Preschool Social Competency Scale.

Parent Questionnaire

The following questionnaire was completed by the parents of all Italian background children involved in the study. In nearly all cases, the Italian translation was used.

THIS SECTION ASKS FOR SOME BACKGROUND INFORMATION ABOUT _____ HOME.

1. From the following list, put a check mark ( ) beside the people who live in the same home as your child.

   ____ child's father
   ____ child's mother
   ____ child's brother(s) or sister(s)*
   ____ child's grandparent(s)
   ____ other people

   * If the child has any brothers or sisters, please list their ages below:

   brothers' ages (in years) ____ ____ ____ ____ ____
   sisters' ages (in years) ____ ____ ____ ____ ____

2. What is the occupation of the child's father? (Please give the type of work and not the place of employment.)

   _____

   What is the occupation of the child's mother?

   _____

3. Where was the child born?

   country of birth _____ province _____

   Where was the child's father born?

   country of birth _____ province _____

   Where was the child's mother born?

   country of birth _____ province _____

4. If the child's father was not born in Canada, when did he come to live in Canada?

   date: ____/____
   month year

   If the child's mother was not born in Canada, when did she come to live in Canada?

   date: ____/____
   month year

THIS SECTION ASKS ABOUT THE WAY DIFFERENT LANGUAGES ARE USED IN _____ HOME.

BECAUSE LANGUAGES OTHER THAN ENGLISH AND ITALIAN MAY BE USED IN SOME HOMES, SPACE IS PROVIDED TO COVER THESE SITUATIONS.

1. What language did your child first learn to speak?

   _____ Italian
   _____ English
   _____ Italian and English at the same time
   _____ none of the above. What did your child learn to speak first?
   _____
   _____

2. At the present, which of the following best describes the child's <u>understanding</u> of languages?

   _____ understands only Italian
   _____ understands mainly Italian with some English
   _____ understands Italian and English equally well
   _____ understands mainly English with some Italian
   _____ understands only English
   _____ none of the above. Describe your child's understanding of languages. _____
   _____

3. Which of the following best describes the languages the child speaks in the home?

   _____ speaks only Italian
   _____ speaks mainly Italian with some English
   _____ speaks Italian and English equally well
   _____ speaks mainly English with some Italian
   _____ speaks only English
   _____ none of the above. Describe what your child speaks.
   _____
   _____

4. For the child's father, which of the following is the best description?

   _____ speaks only Italian
   _____ speaks mainly Italian with some English
   _____ speaks Italian and English equally well
   _____ speaks mainly English with some Italian
   _____ speaks only English
   _____ none of the above. Describe what the father speaks.
   _____
   _____

5. For the child's mother, which of the following is the best description?

_____ speaks only Italian
_____ speaks mainly Italian with some English
_____ speaks Italian and English equally well
_____ speaks mainly English with some Italian
_____ speaks only English
_____ none of the above. Describe what the mother speaks.

_____
_____

6. What language does the father use <u>most often</u> when speaking with the child?

_____ English
_____ Italian
_____ English and Italian equally often
_____ none of the above. What does the father use with the child?

_____
_____

7. What language does the mother use <u>most often</u> when speaking with the child?

_____ English
_____ Italian
_____ English and Italian equally often
_____ none of the above. What does the mother use with the child?

_____
_____

8. What language do the mother and father use <u>most often with each other</u>?

_____ English
_____ Italian
_____ English and Italian equally often
_____ none of the above. What do the mother and father use with each other? _____
_____

9. Answer this question only if the child has <u>at least one</u> older brother or sister.

Do all of the child's older brother and sisters usually speak the same language with the child?

_____ Yes If yes, what language is used most often?

_____ English
_____ Italian
_____ English and Italian equally often
_____ none of the above.

_____ No If no, please explain your answer. _____
_____

10. Who looks after the child <u>during the day</u> when he/she is not at school?

_____ mother
_____ father
_____ older brother or sister
_____ grandparent
_____ other person

Answer this question only if someone other than the child's parents or brothers and sisters, looks after the child.

What language does this person use most often with the child?

_____ English
_____ Italian
_____ English and Italian equally often
_____ none of the above. What does this person use?

_____
_____

11. Has the child gone to any other school or taken any lessons before this school year? (e.g., nursery school, swimming lessons, etc.)

_____ No
_____ Yes If yes
when? _____
where? _____
what type of experience was this? (e.g., nursery school)
_____
what was the language of instruction? _____

12. How often does someone read to the child at home? (answer separately for English, Italian and some other language)

	In English	In Italian	In Some Other Language*
never	____	____	____
less than once a month	____	____	____
once or twice a month	____	____	____
once a week	____	____	____
two-three times a week	____	____	____
every day	____	____	____

*what is the other language? _____

13. On the average how many hours of T.V. per day does the child watch during school days (not including Saturday and Sunday) in English and Italian?

	In English	In Italian
none	____	____
less than one hour	____	____
one hour	____	____
one to three hours	____	____
more than three hours	____	____

On the average how many hours of T.V. per day does the child watch on Saturday or Sunday?

	In English	In Italian
none	_____	_____
less than one hour	_____	_____
one hour	_____	_____
one to three hours	_____	_____
more than three hours	_____	_____

- - - -

From the following list, check the activities which you have attended.

_____ open house
_____ parent-teacher interviews
_____ general school meetings
_____ other separate meetings with the teacher
Please specify the nature of this meeting. _____
_____

3. How many times have you been able to help with classroom activities such as parties or field trips with the class?

_____ none
_____ once
_____ twice
_____ three or four times
_____ more than four times

Describe briefly what you did? _____
_____
_____

Did the teacher ask you to help with any classroom activities?

_____ Yes
_____ No

Did you volunteer to help?

_____ Yes
_____ No

Would you offer to help if something else came up and parents were needed?

_____ Yes
_____ No

4. When your child talks to you about school, check the things he is most interested in talking about.

_____ friends
_____ teacher
_____ teacher-aide
_____ stories
_____ games
_____ how he behaves in school
_____ school in general
_____ other (please specify) _____

How often does your child talk to you about school or schoolwork?

_____ never
_____ less than once a month
_____ once or twice a month
_____ once a week
_____ two or three times a week
_____ every day

When you talk to the child about school, check the things you are most interested in talking about.

_____ friends
_____ teacher
_____ teacher-aide
_____ stories
_____ games
_____ how he behaves in school
_____ school in general
_____ other (please specify) _____

How often do you ask your child at home about school or school work?

_____ never
_____ less than once a month
_____ once or twice a month
_____ once a week
_____ two or three times a week
_____ every day

APPENDIX C

Detailed Presentation of Results

(1) Results of Classroom Observations

Class Discussion Periods .... Page 78
Activity Periods ..... Page 79

(2) Results of Peabody Picture Vocabulary Test .. Page 82

(3) Results of Teachers' Ratings ..... Page 83

(4) Results of Parent Questionnaire ..... Page 84

RESULTS OF CLASSROOM OBSERVATIONS: CLASS DISCUSSION PERIODS

For all categories, the proportion of the total number of students present in the classroom who responded was determined. The mean proportions were then calculated and are presented below.

TABLE 1

Category	General Mercer	Comparison Classes	t
Italian - spontaneous talking	.143	---	
Italian - response to question	.182	---	
TOTAL -- Italian Only	.127	---	
English - spontaneous talking	.370	.283	2.02
English - response to question	.283	.276	.14
TOTAL -- English only	.467	.425	.89
Total Spontaneous Talking	.449	.283	3.69*
Total Response to Question	.413	.276	2.85*
TOTAL -- Overall	.592	.425	3.71*

* $p < .01$

These calculations were based on 20 and 18 observations in General Mercer and comparison classes respectively.

RESULTS OF CLASSROOM OBSERVATIONS: ACTIVITY PERIODS

All table entries are percentages of the total number of observations (N). Chi-square analyses were performed on the raw frequencies for every table. No significant differences were found in this set of analyses.

TABLE 2

RESULTS OF ACTIVITY PERIOD SOCIOGRAM

Items on Activity Period Sociogram	General Mercer (N = 41)	Comparison Group (N = 35)
Total Number of Activities:		
1	31.7	14.3
2	17.1	40.0
3 - 4	39.0	25.7
5 - 7	12.2	20.0
Number of Individual Activities:		
0	14.6	25.7
1	46.3	31.4
2	17.1	20.0
3 - 5	22.0	22.9
Number of Group Activities:		
0	39.0	17.1
1	31.7	45.7
2 - 5	29.3	37.1
Changing Activities:		
No Change	31.7	14.3
Direct Change	46.3	65.7
Indirect Change	22.0	20.0
Degree of Distraction:		
Minimal	75.6	60.0
Moderate	12.2	20.0
Frequent	12.2	20.0
Number of Peers in Group:		
0	17.1	14.3
1 - 2	73.2	57.1
3 or More	9.8	28.6

...continued

TABLE 2
(continued)

Items on Activity Period Sociogram	General Mercer (N = 41)	Comparison Group (N = 35)
Type of Peer Contact:		
Plays Alone	17.1	14.3
Plays Beside Peers	44.0	51.4
Plays With Peers	39.0	34.3
Total Number of Contacts with Adults:		
0	17.1	14.3
1	14.6	22.9
2 - 3	24.3	20.0
4 or More	22.0	31.4
Adult with Group	22.0	11.4
Number of Adult-Initiated Verbal Contacts:		
0	70.7	62.9
1 - 4	7.3	25.7
Adult With Group	22.0	11.4
Number of Adult-Initiated Contacts:		
0	48.8	34.3
1 - 4	29.3	54.3
Adult With Group	22.0	11.4
Number of Child-Initiated Verbal Contacts:		
0	61.0	62.9
1 - 4	17.0	25.7
Adult With Group	22.0	11.4
Number of Child-Initiated Contacts:		
0	34.0	65.7
1 - 4	43.9	22.9
Adult With Group	22.0	11.4

TABLE 3

RESULTS OF INDIVIDUAL OBSERVATION SCHEDULE

Items on Individual Observation Schedule	General Mercer (N = 41)	Comparison Group (N = 35)
Requesting Activities:		
Mainly Verbal	26.3	31.4
Mainly Gestural	39.0	14.3
No Observation	34.1	54.3
Initiating Activity:		
Self-initiated	80.5	71.4
Not Self-initiated	19.5	28.6
Peer Interaction:		
Positive	22.0	20.0
Negative	9.7	8.6
Neither	68.3	71.4
Talking to Peers:		
No Talking	24.4	17.1
Minimal Talking	17.1	20.0
Friendly Interchange	56.1	60.0
Other	2.4	2.9
Accepting Limits:		
Doesn't Accept Limits	0.0	
Sometimes Accepts Limits	17.1	17.1
Accepts Limits	82.9	82.9

RESULTS OF PEABODY PICTURE VOCABULARY TEST

TABLE 4

ENGLISH TEST - MEAN SCORES

General Mercer mean score = 26.83 (N = 37) is compared with the following:

Comparison Group	(N)	Mean Score	t
Total Comparison Group	(39)	30.36	-1.23
Italian Background Children	(16)	26.38	- .16
All Non-English Speaking Background Children	(32)	27.25	- .15
English-Speaking Background Children	(6)	46.50	-3.72*

* $p < .005$

TABLE 5

ITALIAN TEST - MEAN SCORES

General Mercer (N = 40)	Italian Background Comparison Group (N = 16)	t
18.53	17.19	.52

TABLE 6

COMPARISON OF MEAN SCORES OF DIALECT AND ITALIAN-SPEAKING PERFORMANCE OF GENERAL MERCER STUDENTS

Italian (N = 17)	Dialect (N = 17)	t
17.1	18.9	.62

RESULTS OF TEACHERS' RATINGS

The mean scores assigned by teachers are presented and compared below. The maximum scores were 20 and 40 on the competency and rating questionnaires respectively.

TABLE 7

Test	General Mercer (N = 40)	Comparison Group (N = 16)	t
	Italian Scores	English Scores	
Language Competency	17.33	14.81	3.07*
Teacher Rating Questionnaire	27.60	21.38	2.30*
	English Scores	English Scores	
Language Competency	11.78	14.81	-2.05*
Teacher Rating Questionnaire	21.05	21.38	- .08

* $p < .025$

TABLE 8

COMPARING GENERAL MERCER ITALIAN AND ENGLISH SCORES

Test	Italian	English	t
Language Competency	17.33	11.78	6.31*
Teacher Rating Questionnaire	27.60	21.05	2.87*

* $p < .025$

RESULTS OF PARENT QUESTIONNAIRE

All table entries are percentages of the total number of observations (N). Statistical calculations were made on the raw frequencies. Yates' correction was used for tables with one degree of freedom and Fisher's Exact Test was performed on larger tables. Whenever this latter test suggested significance, the traditional Pearson chi-square procedure was followed. Significant tables are marked with an asterisk (*).

TABLE 9

RESULTS OF PARENT QUESTIONNAIRE

Items on Parent Questionnaire	General Mercer (N = 40)	Comparison Group (N = 15)
Number of Older Siblings:		
0	30.0	33.3
1	37.5	46.7
2 or More	32.5	20.0
Grandparents Live with Child:		
Yes	10.0	6.7
No	90.0	93.3
Other Persons Live with Child:		
Yes	17.5	26.7
No	82.5	73.3
Father's Occupational Level:		
Unskilled or Semi-Skilled	85.0	66.7
Higher	15.0	33.3
(A collapsed 7-point Blishen Scale was used to determine occupational status. Most parents fell into the lowest category.)		
Child's Mother Works:		
Yes	35.0	13.3
No	65.0	86.7
Child's Birthplace:		
Canada	90.0	86.7
Italy	10.0	0.0
Elsewhere	0.0	13.3

...continued

TABLE 9
(continued)

Items on Parent Questionnaire	General Mercer (N = 40)	Comparison Group (N = 15)
Father's Birthplace:		
Southern Italy	45.0	53.3
Central Italy	45.0	26.7
Northern Italy or Sicily	7.5	13.3
Elsewhere	2.5	6.7
Mother's Birthplace:		
Southern Italy	37.5	60.0
Central Italy	47.5	26.7
Northern Italy or Sicily	12.5	13.3
Elsewhere	2.5	0.0
Father Came to Canada:		
Less than 5 Years Ago	17.5	6.7
5 to 10 Years Ago	40.0	66.7
More than 10 Years Ago	42.5	26.7
Mother Came to Canada:		
Less than 5 Years Ago	17.5	6.7
5 to 10 Years Ago	50.0	73.3
More than 10 Years Ago	32.5	20.0
Child's First Language:		
Italian	95.0	73.3
English	2.5	0.0
Both at the Same Time	2.5	13.3
Other	0.0	6.7
No Response	0.0	6.7
Child Understands:		
Mainly Italian	40.0	20.0
Italian & English Equally	40.0	60.0
Mainly English	17.5	6.7
Other	0.0	6.7
No Response	2.5	6.7
Child Speaks:		
Mainly Italian	52.5	26.7
Italian & English Equally	32.5	33.3
Mainly English	12.5	26.7
Other	0.0	6.7
No Response	2.5	6.7

...continued

TABLE 9
(continued)

Items on Parent Questionnaire	General Mercer (N = 40)	Comparison Group (N = 15)
Father Speaks:		
Mainly Italian	67.5	40.0
Italian & English Equally	25.0	40.0
Mainly English	2.5	0.0
Other	0.0	6.7
No Response	0.0	13.3
Mother Speaks:		
Mainly Italian	87.5	66.7
Italian & English Equally	10.0	6.7
Mainly English	2.5	6.7
Other	0.0	6.7
No Response	0.0	13.3
Father Speaks to Child:		
In Italian	72.5	60.0
In Italian & English Equally	20.0	33.3
In English	7.5	0.0
In Some Other Language	0.0	6.7
Mother Speaks to Child:		
In Italian	85.0	66.7
In Italian & English Equally	12.5	20.0
In English	2.5	6.7
In Some Other Language	0.0	6.7
Father Speaks to Mother:		
In Italian	95.0	93.3
In Italian & English Equally	2.5	0.0
In English	2.5	0.0
In Some Other Language	0.0	6.7
Older Siblings Speak to Child:		
In Italian	5.0	13.3
In Italian & English Equally	27.5	13.3
In English	37.5	20.0
No Siblings	30.0	0.0
No Response	0.0	13.3
Child's Babysitter:		
Family	75.0	93.3
Grandparent	10.0	0.0
Other	15.0	0.0
No Response	0.0	6.7

...continued

TABLE 9
(continued)

Items on Parent Questionnaire	General Mercer (N = 40)	Comparison Group (N = 15)
Babysitter Speaks to Child: (for this item only N = 10 for Gen. Mercer and N = 1 for Comparison Group)		
In Italian	70.0	0.0
In Italian & English Equally	20.0	0.0
No Response	10.0	100.0
Previous School Experience:		
None	95.0	100.0
Italian Kindergarten	5.0	0.0
Reading to Child in Italian:		
Never	32.5	33.3
1 - 2 Times per Month	17.5	13.3
1 - 3 Times per Week	37.5	33.3
Daily	10.0	6.7
No Response	2.5	6.7
Reading to Child in English:		
Never	52.5	40.0
1 - 2 Times per Month	10.0	20.0
1 - 3 Times per Week	27.5	20.0
Daily	7.5	6.7
No Response	2.5	6.7
Watching Television on Weekdays in Italian:		
None	62.5	73.3
Less than 1 Hour per Day	32.5	13.3
More than 1 Hour per Day	5.0	6.7
No Response	0.0	6.7
Watching Television on Weekends in Italian:		
None	52.5	66.7
Less than 1 Hour per Day	32.5	20.0
More than 1 Hour per Day	15.0	6.7
No Response	0.0	6.7
Watching Television on Weekdays in English:		
None	0.0	13.3
Less than 1 Hour per Day	20.0	13.3
More than 1 Hour per Day	80.0	66.7
No Response	0.0	6.7
Watching Television on Weekends in English:*		
None	2.5	13.3
Less than 1 Hour per Day	25.0	0.0
More than 1 Hour per Day	72.5	80.0
No Response	0.0	6.7

* $p < .05$

...continued

TABLE 9
(continued)

Items on Parent Questionnaire	General Mercer (N = 40)	Comparison Group (N = 15)
Number of Talks with Teacher:		
0	0.0	0.0
1 - 2	40.0	40.0
3 - 4	45.0	20.0
More than 4	15.0	26.7
No Response	0.0	6.7
Number of Talks with Teaching Assistant:		
0	32.5	46.7
1 - 2	50.0	33.3
3 - 4	10.0	6.7
More than 4	7.5	6.7
No Response	0.0	6.7
Number of Talks with Principal:		
0	90.0	86.7
1 - 2	10.0	6.7
3 or More	0.0	0.0
No Response	0.0	6.7
Number of Visits to School:*		
0	5.0	20.0
1 - 2	37.5	46.7
3 - 4	37.5	13.3
More than 4	17.5	13.3
No Response	2.5	6.7
Attended Open House:**		
Yes	87.5	26.7
No	12.5	66.7
No Response	0.0	6.7
Attended Interviews with Teacher:**		
Yes	90.0	40.0
No	10.0	53.3
No Response	0.0	6.7
Attended General Meetings:*		
Yes	62.5	20.0
No	37.5	73.3
No Response	0.0	6.7
Attended Other Meetings:		
Yes	15.0	6.7
No	85.0	86.7
No Response	0.0	6.7

* $p < .05$
** $p < .01$

...continued

TABLE 9
(continued)

Items on Parent Questionnaire	General Mercer (N = 40)	Comparison Group (N = 15)
Helped With Class:*		
Never	45.0	60.0
Once or Twice	45.0	6.7
More than Twice	7.5	13.3
No Response	2.5	20.0
Was Asked to Help:		
Yes	77.5	46.7
No	15.0	26.7
No Response	7.5	26.7
Volunteered to Help:		
Yes	52.5	53.3
No	40.0	13.3
No Response	7.5	33.3
Willing to Help:		
Yes	87.5	73.3
No	10.0	6.7
No Response	2.5	20.0
Child Talks About School:		
Less than Once per Week	5.0	0.0
2 to 3 Times per Week	15.0	6.7
Daily	80.0	86.7
No Response	0.0	6.7
Parents Asks About School:		
Less than Once per Week	5.0	6.7
2 to 3 Times per Week	22.5	13.3
Daily	72.5	73.3
No Response	0.0	6.7
TOPICS DISCUSSED BY CHILD:		
Friends: Yes	80.0	66.7
No	20.0	20.0
No Response	0.0	13.3
Teacher: Yes	90.0	66.7
No	10.0	20.0
Teaching Assistant: Yes	57.5	60.0
No	42.5	26.7

...continued
...continued

TABLE 9
(continued)

Items on Parent Questionnaire		General Mercer (N = 40)	Comparison Group (N = 15)
TOPICS DISCUSSED BY CHILD (continued):			
Stories:	Yes	80.0	66.7
	No	20.0	20.0
Games:	Yes	85.0	73.3
	No	15.0	13.3
Child's Behaviour:	Yes	47.5	33.3
	No	52.5	53.3
School in General:	Yes	62.5	46.7
	No	37.5	40.0
TOPICS DISCUSSED BY PARENTS:			
Friends*:	Yes	75.0	33.3
	No	25.0	53.3
Teacher:	Yes	75.0	46.7
	No	25.0	40.0
Teaching Assistant:	Yes	50.0	46.7
	No	50.0	40.0
Stories:	Yes	85.0	53.3
	No	15.0	33.3
Games:	Yes	80.0	46.7
	No	20.0	40.0
Child's Behaviour*:	Yes	72.5	26.7
	No	27.5	60.0
School in General:	Yes	62.5	46.7
	No	37.5	40.0

* $p < .05$

APPENDIX D

Self Concept Inventory

1) Instructions ..... Page 92
2) Test Items ..... Page 93
3) Cover Page for Booklet of Faces ..... Page 95

INSTRUCTIONS - PRIMARY SELF CONCEPT

Directions to Administrator

This inventory is intended for use with pupils in kindergarten and Grades 1 and 2. It should be administered in small groups of ten to twelve by two people. One person will read the directions and items; the second person will circulate among the pupils ensuring that they are on the correct item.

Procedure and Instructions

Pass out the response sheets and ask pupils to print their first and last names on the front page. If a pupil is unable to do this himself, please provide appropriate assistance. It is important that the pupil's name is marked clearly on the front page.

Read: We're going to play a game today to find out how you feel about school. You know that boys and girls sometimes put on masks to look like other people. Sometimes clowns paint their faces to look happy or sad. You change your face a few times every day. I want you to think of the faces that you feel like wearing when things happen to you.

There are three faces on the front page of your booklet. One of the faces has a big smile. If someone gave you a piece of candy, you might wear a big smile. Put your finger on the smiling face. (Point to the smiling face). Fine. But, if you fell down hard on the side-walk, you might wear a sad face. (Point to the sad face). Can you find the sad face? Put you finger on the sad face. The face in the middle is in between, it isn't really happy and it isn't really sad. It's the face you would wear when you're feeling between happy and sad. (Point to the neutral face).

To pick the face that you would wear, you put an "X" on that face. Like this. (Demonstrate on your sample inventory).

Now, I want you to answer this question "How do you feel about going shopping?" What face would you wear? Put an "X" on it. If you like going shopping most of the time you might pick the face with a smile. If you don't like going shopping, you might pick the sad face. If you're not sure, sometimes you like to go shopping and sometimes you don't, you might pick the face in the middle. Whatever face you pick is all right.

Now, turn the page and let's start.

Put your finger on #1 at the top of the page and listen to the question _____

Now move down to #2.

Periodically repeat the meaning of the 3 faces as a reminder.

REVISED NORTH YORK PRIMARY SELF CONCEPT INVENTORY

TORONTO BOARD OF EDUCATION

JUNE 1974

EXAMPLE: HOW DO YOU FEEL ABOUT GOING SHOPPING?

_____

1. HOW DO YOU FEEL ABOUT SCHOOL?

2. HOW WOULD YOU FEEL IF YOU FELL DOWN AND HURT YOURSELF?

3. HOW DO YOU FEEL ABOUT SHOWING YOUR SCHOOL WORK TO YOUR FRIENDS?

4. HOW WOULD YOU FEEL IF YOU DIDN'T HAVE TO GO TO SCHOOL?

5. HOW DO YOU FEEL WHEN YOUR PARENTS COME TO VISIT YOUR TEACHER AT SCHOOL?

6. HOW DO YOU FEEL WHEN THE TEACHER TELLS YOU TO DO SOMETHING?

7. HOW DO YOU FEEL ABOUT THE WAY OTHER CHILDREN TREAT YOU?

8. HOW WOULD YOU FEEL ABOUT SHARING YOUR FAVORITE TOY WITH OTHER CHILDREN?

9. HOW WOULD YOU FEEL IF YOU NEVER HAD ANYONE TO PLAY WITH?

10. HOW DO YOU FEEL WHEN YOUR FAMILY DOES SOMETHING TOGETHER?

11. HOW DO YOU FEEL ABOUT SCHOOL WORK?

12. HOW DO YOU FEEL ABOUT THE WAY YOU GET ALONG WITH THE CHILDREN IN YOUR CLASS?

13. HOW WOULD YOU LIKE TO GO TO ANOTHER SCHOOL?

14. HOW DO YOU FEEL ABOUT TRYING NEW THINGS AT SCHOOL?

15. HOW DO YOU FEEL ABOUT YOUR FAMILY?

16. HOW WOULD YOU FEEL IF ONE OF YOUR FRIENDS MOVED AWAY?

17. HOW DO YOU FEEL WHEN YOU WORK WITH NUMBERS?

18. HOW WOULD YOU LIKE TO BE A DIFFERENT PERSON?

19. HOW DO YOU FEEL ABOUT THE WAY GROWN-UPS TREAT YOU?

20. HOW DO YOU FEEL WHEN YOU TAKE HOME THINGS YOU MAKE AT SCHOOL?

21. HOW WOULD YOU FEEL IF YOU LOST YOUR FAVORITE TOY?

22. HOW DO YOU FEEL ABOUT STANDING UP IN FRONT OF OTHER CHILDREN TO TELL SOMETHING?

23. HOW DO YOU FEEL WHEN THE TEACHER ASKS YOU A QUESTION IN FRONT OF OTHER CHILDREN?

24. HOW DO YOU FEEL ABOUT OTHER CHILDREN IN YOUR CLASS?

25. HOW DO YOU FEEL WHEN YOU TELL YOUR PARENTS ABOUT SCHOOL?

26. HOW WOULD YOU LIKE TO STAY HOME INSTEAD OF GOING TO SCHOOL?

27. HOW DO YOU FEEL WHEN THE TEACHER IS ANGRY?

28. HOW DO YOU FEEL ABOUT THE WAY OTHER PEOPLE LISTEN TO YOU?

29. HOW DO YOU FEEL WHEN IT IS TIME TO GET READY TO GO TO SCHOOL?

30. HOW DO YOU FEEL WHEN YOUR FAMILY IS ALL TOGETHER AT HOME?

COVER PAGE FOR BOOKLET OF FACES

NAME _____

GRADE _____ TEACHER _____

SCHOOL _____

DATE _____

EXAMPLE

A

B

C

APPENDIX E

Development of the Semantic-Phonetic Preference Test

DEVELOPMENT OF THE SEMANTIC-PHONETIC PREFERENCE TEST

In developing the Semantic-Phonetic Preference Test, words were selected from children's books, primary dictionaries and from the more frequently occurring words listed in the Teacher's Word Book of 30,000 Words (Thorndike & Lorge, 1963). Most of the words are nouns; some, although more commonly known as verbs can also be used as nouns and a few are used solely as verbs. All were monosyllabic.

From this word list, triads were selected to contain one stimulus word, one word which was related phonetically to the stimulus and one word which was related in meaning to the stimulus word. In each of the 46 triads developed, the semantic choice bore no phonetic similarity to the stimulus and the phonetic choice was not at all semantically related to the stimulus. Some words appeared in more than one triad. The 46 triads which were pilot tested are presented in the table which follows.

It can be seen that the phonetic similarity was in the initial consonant and vowel sound and not in the final phoneme. In this matter, we have followed Ianco-Worrall; she found that position biases were greater for the items whose phonetic similarity was in the final word sound. The type of semantic relationship varied among triads; some were synonyms or near-synonyms, some had common superordinates, some were related functionally.

To pilot test the triads, the list was divided in half so that word repetitions within a set were minimal. In addition, both sets of triads were duplicated so that the semantic and phonetic choice in each triad was presented in both the first and second positions. Half of the triads in each of the four sets so created had the semantic choice presented first, half had the phonetic choice first. Each set was presented equally often; each

TABLE 1

WORD SETS: PILOT

No. on Cards	Stimulus	Semantic	Phonetic
1	arm	hand	art
2	bag	purse	bat
3	bed	cot	bell
4	bed	crib	bell
5	boat	ship	bone
6	book	read	box
7	boot	shoe	book
8	boy	girl	book
9	bus	van	bug
10	cake	pie	cage
11	call	name	car
12	cap	hat	can
13	car	truck	cap
14	cat	dog	can
15	chick	hen	chin
16	class	school	clap
17	clock	watch	cloud
18	coat	dress	cone
19	cup	mug	cut
20	cup	glass	cut
21	drink	juice	dream
22	five	four	fire
23	foot	leg	food
24	game	play	gate
25	gate	fence	game
26	knife	spoon	night
27	lamb	sheep	land
28	laugh	smile	lamb
29	mask	face	match
30	math	count	mask
31	mouth	tongue	mouse
32	page	book	pail
33	pet	dog	pen
34	plane	jet	play
35	plate	dish	plane
36	rat	mouse	rag
37	red	blue	rest
38	rest	sleep	red
39	road	street	rose
40	rock	stone	road
41	shop	store	shot
42	snow	ice	stone
43	sound	noise	son
44	tire	wheel	time
45	week	day	wheel
46	work	job	word

triad was presented in the form of a two choice question, e.g., "which one is more like 'tire', is it 'wheel' or is it 'time'?".

The children selected for pilot testing were mainly of non-English-speaking backgrounds since these children were more likely to represent the vocabulary attainment of the experimental group. Comprehension of all the words in each triad was a prerequisite for an item to discriminate between the child who attends to meaning and the one who attends to sound. Some triads were eliminated immediately after the first day of testing because the words were not known to the children.

All other eliminations were based on response biases of three different types: an exaggerated tendency to choose the word in the second position regardless of its relationship to the stimulus, a bias toward selecting the semantically related word or a bias toward the phonetically similar word. For each of these, when two out of three responses were in the same direction the triad was eliminated. Items with a more extreme position bias (80% selecting the second position word) were eliminated earlier in the testing process, after they had been administered to about 16 children.

Twenty triads remained. This set was reduced to 16 triads by omitting word repetitions.[29] For each pair of triads in which words were repeated, the one with the lower position bias was retained. The final list had only one repetition, the word "mask" which appears once as a stimulus word, and once as the phonetic choice. During the pilot tests, word repetitions had no effect on the selections made by the children probably because the presentation was auditory and repetitions could be easily separated in time.

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29. The final 16 triads are presented in text in Table 2.